

**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 # S215F130258**

**Grants.gov Tracking#: GRANT11379327**

OMB No. , Expiration Date:

Closing Date: Apr 12, 2013

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: 04/12/2013	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>B. APPLICANT INFORMATION:</b>		
* a. Legal Name: The Renaissance Charter School		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 113550391	* c. Organizational DUNS: 1365698810000	
<b>d. Address:</b>		
* Street1: 35-59 81st Street	<input type="text"/>	
Street2: <input type="text"/>	<input type="text"/>	
* City: Jackson Heights	<input type="text"/>	
County/Parish: Queens	<input type="text"/>	
* State: NY: New York	<input type="text"/>	
Province: <input type="text"/>	<input type="text"/>	
* Country: USA: UNITED STATES	<input type="text"/>	
* Zip / Postal Code: 11372-0000	<input type="text"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text"/>	* First Name: Stacey	
Middle Name: <input type="text"/>	<input type="text"/>	
* Last Name: Gauthier	<input type="text"/>	
Suffix: <input type="text"/>	<input type="text"/>	
Title: Executive Director		
Organizational Affiliation: The Renaissance Charter School		
* Telephone Number: 718-803-0060	Fax Number: 718-803-3785	
* Email: sgauthier@renaissancecharter.org		

**Application for Federal Assistance SF-424**

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

G: Independent School District

**Type of Applicant 2: Select Applicant Type:**

**Type of Applicant 3: Select Applicant Type:**

**\* Other (specify):**

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.215

**CFDA Title:**

Fund for the Improvement of Education

**\* 12. Funding Opportunity Number:**

ED-GRANTS-022613-001

**\* Title:**

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

**13. Competition Identification Number:**

84-215F2013-1

**Title:**

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

Add Attachment

Delete Attachment

View Attachment

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

New York City Charter School Consortium for Physical Education Program grant

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:

Congressional Districts

- NY- 005
- NY- 007
- NY- 008
- NY- 012
- NY- 013
- NY- 014
- NY- 015

## 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>Rebekah Oakes</p>	<p>* TITLE</p> <p>Executive Director</p>
<p>* APPLICANT ORGANIZATION</p> <p>The Renaissance Charter School</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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name: The Renaissance Charter School

\* Street 1: 35-59 81st Street Street 2:

\* City: Jackson Heights State: NY: New York Zip:

Congressional District, if known: NY-007

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

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

<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$
--	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix \* First Name Middle Name  
\* Last Name Suffix  
\* Street 1 Street 2  
\* City State Zip

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

Prefix \* First Name Middle Name  
\* Last Name Suffix  
\* Street 1 Street 2  
\* City State Zip

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

\* Signature: Rebekah Oakes

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

Title: Executive Director Telephone No.: 718.803.0060 Date: 04/12/2013

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

PR/Award # S215F130258

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GERPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

**GEPA Statement**  
**The Renaissance Charter School**

In carrying out its educational mission, The Renaissance Charter School will ensure to the fullest extent possible the equitable participation of, and appropriate educational opportunities for, those individuals involved. Federally funded activities, programs and services will be accessible to all teachers, students, parents and guardians and other program beneficiaries with special needs who are eligible to participate in the proposed projects.

The Renaissance Charter School, as well as all participating consortium schools, does not discriminate based on age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender, or genetic predisposition in its education and co-curricular programs, services and activities. The Renaissance Charter School and all Consortium schools provide reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, faculty, and other participants.

The steps taken in this project to illustrate how we will ensure equitable access will include printing information for students, parents, and staff in languages other than English (Spanish and additional languages as identified by each school's population), conducting community meetings to present the goals and objectives of the project, and providing annual project status reports to the teachers, parents, students, and community. Moreover, the "consortium" has the necessary resources to ensure equitable participation in the grant activities by providing materials and training sessions that will accommodate special needs populations, as well as including those students requiring adaptive Physical Education programming. Students will complete PE courses, and will be encouraged to participate in PEP Physical Activity Clubs, and/or other after-school activities and clubs, which feature wellness and health.

The Renaissance Charter School

PR/Award # S215F130258

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Consortium schools will develop instructional materials for regular and adaptive physical education class use, which are culturally, ethically, and gender sensitive for all enrolled students.

Consortium schools will implement the REN PEP program with the intent of meeting the needs of (1) all students as they develop proficiency with the NYS PE learning standards, (2) disadvantaged students, and the (3) students with health issues, such as asthma, abnormal weight, and diabetes within the communities that our project serves.

Additional examples include providing sign language interpreters for individuals with hearing impairments and language translators for training sessions.

The following outlines the identified barriers to ensuring equal access to the grant activities:

1. *English is not the first or primary language for all staff members.*
2. *English is not the first or primary language for all of the parents and community members.*
3. *Staff and students have disabilities, such as: hearing and vision impairments.*

The following solutions will be implemented to address these barriers to ensure equitable access to the grant services:

1. *English is not the first or primary language for all staff members.*

Solutions: a). Translators for training sessions and services will be made available. At a minimum, we will provide a Spanish translator. Additional translators will be made available based on each school's specific needs.

b). All printed materials will be available in both English and Spanish. Additional translations will be made based on each school's specific needs.

2. *English is not the first or primary language for all of the parents and community members.*

Solutions: a). Translators for all training and activity sessions will be made available. At a minimum, we will provide a Spanish translator. Additional translators will be made available based on each school's specific needs.

b). All printed materials will be available in both English and Spanish. Additional translations will be made based on each school's specific needs.

3. *Staff and students have disabilities, such as: hearing and vision impairments.*

Solutions: a). A sign language interpreter will be provided during all training sessions for staff and students.

b). All printed materials will be produced in Braille.

c). Additional services will be provided based on each school's specific needs.

### **Physical Activity Clubs Created Under our PEP Grant**

The Renaissance Charter School and all Consortium schools will fully comply with the US Department of Education, Section 504 of the Rehabilitation Act of 1973. Section 504 is a Federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance. The Consortium schools will ensure students with disabilities have an equal opportunity for participation in nonacademic and extracurricular services and activities. All students are eligible and will be encouraged to participate in the Physical Activity Clubs created under our PEP grant. Our focus for these programs is fun, not competition. Inclusion is the centerpiece to our clubs and our marketing efforts strive to include all students enrolled in Consortium schools.

In compliance with Section 504, Consortium schools will **not**:

- Deny a qualified student with a disability the opportunity to participate in or benefit from an aid, benefit, or service:
- Afford a qualified student with a disability an opportunity to participate in or benefit from an aid, benefit, or service that is not equal to that afforded others;
- Provide a qualified student with a disability with an aid, benefit, or service that is not as effective as that provided to others and does not afford that student with an equal opportunity to obtain the same results, gain the same benefit, or reach the same level of achievement in the most integrated setting appropriate to the student's needs;
- Provide different or separate aid, benefits, or services to students with disability or to any class or students with disabilities unless such action is necessary to provide a qualified student with a disability with aid, benefits, or services that are as effective as those provided to others; and
- Otherwise limit a qualified individual with a disability in the enjoyment of any right, privilege, advantage, or opportunity enjoyed by others receiving an aid, benefit, or service.

Furthermore, Consortium schools will not operate its program on the basis of generalizations, assumptions, prejudices, or stereotypes about disability generally, or specific disabilities in particular. We will not rely on generalizations about what students with a type of disability are capable of – one student with a certain type of disability may not be able to play a certain type of sport, but another student with the same disability may be able to play that sport.

Compliance with Section 504 will be included in our Fidelity Index. Data will be collected and report on a monthly basis.

## 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.

<b>* APPLICANT'S ORGANIZATION</b>		
<input type="text" value="The Renaissance Charter School"/>		
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Stacey"/>	Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Gauthier"/>	Suffix: <input type="text"/>	
* Title: <input type="text" value="Executive Director"/>		
<b>* SIGNATURE:</b> <input type="text" value="Rebexah Oakes"/>	<b>* DATE:</b> <input type="text" value="04/12/2013"/>	

## Abstract

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

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

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

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\* Attachment:

## **ABSTRACT**

The Renaissance Charter School Consortium (REN PEP Consortium), has developed their School Health Improvement Plan (SHIP) and seeks the Carol M. White Physical Education Program (PEP) grant to expand and improve physical, health and nutrition education and increase activity levels and fresh food consumption for all students in grades K-12. **Number of Participants to be Served:** The REN PEP consortium includes 5 charter schools (Local Education Agencies) with 2,333 students in grades K through 12, 82% of which are eligible for Free and Reduced Price Meals. The Consortium serves a diverse student population with 45% Hispanic, 31% African-American, 15% white, and 9% Asian-American. One third of our student population are English Language Learners. **Participating Schools:** Five charter schools are included in our Consortium: three (3) comprehensive high schools; One (1) K-8 school; and one (1) K-12 school residing in New York City. Attendance zones for the Consortium schools include: Queens, the South Bronx, and East Harlem.

**Applicable Priorities and Activities:** Our application meets the Absolute Priority, Competitive Preference Priority 2, and Invitational Priority 1. **Absolute Priorities:** 1: We will expand and improve our PE and health programs and address New York state PE standards by undertaking the following activities: instruction in healthy eating habits and good nutrition; fitness education and assessment to help students understand, improve and maintain their physical well-being; instruction in a variety of motor skills and physical activities designed to enhance the physical, mental and social development of every student; instruction in cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle; opportunities to develop positive social and cooperative skills through physical activity participation; and a comprehensive professional development program for PE teachers to ensure they are abreast of the latest research, issues, and trends in the field of physical education. **Competitive Preference 2:** We have included a partner agreement that identifies roles and responsibilities of each partner; what each partner will contribute to the project; assurances that the application was developed after timely and meaningful consultation; and a commitment to work together to reach the desired goals

and outcomes of our project. **Invitational Priority 1:** Our REN PEP program includes the use of the seven design filters, which served as guidelines in creating our program design and scope. They include: universal access for ALL students; a range of age appropriate activities; fidelity measures that include monitoring compliance on dosage and duration; activities that are engaging and fun for kids; well-trained PE teachers; an evaluation plan that tracks progress, both individually and for the group, and provides consistent motivation and incentives.

**Project Goals and Objectives:** **Goal 1:** To enhance and expand physical education and other physical activity programs for all students in grades K-12; including programs that help students make progress towards meeting NY state physical education standards. **Goal 2:** To implement School Physical Activity and Health Clubs to facilitate additional opportunities for students to develop positive social and cooperative skills. **Goal 3:** To implement a comprehensive Professional Development program related to physical education, activity, and health and nutrition. **Goal 4:** To develop an enhanced School Nutrition Program that updates nutrition policies, improves food services, and alters the culture of nutrition in our school environments. **Goal 5:** To enhance policies and procedures related to physical education, activity, and nutrition, as well as the Local Wellness Policy; which includes a coordinated outreach and education campaign. **Goal 6:** To expand health education curriculum to include nutrition instruction and integrate nutrition instruction in all classrooms.

**Proposed Project Outcomes:** **GPRA 1:** increase the percentage of students who engage in 60 minutes of daily physical activity by 250%. Target: 75% of students (1,633 students compared to a baseline of 467 students). **GPRA 2:** increase the percentage of students served who meet the standard of a healthy fitness zone by 50%. Target: 79.5% of students (1,855 students compared to a baseline of 1,236 students). **GPRA 3:** increase the percentage of students who consume fruit two or more times per day and vegetables three or more times per day by 150%. Target: 62.5% of students (1,458 students compared to a baseline of 583 students). The proposed outcomes for all project-specific outcomes are included in the narrative.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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## **NEED FOR THE PROJECT**

The Renaissance Charter School Consortium (REN-PEP) seeks the Carol M. White Physical Education Program (PEP) grant to expand and improve physical, health and nutrition education and increase activity levels and fresh food consumption for all students in grades K-12. The REN-PEP consortium includes 5 charter schools (Local Education Agencies) with 2,333 students in grades K through 12, 82% of which are eligible for Free and Reduced Price Meals. America's richest and poorest congressional districts lie just five stops apart along a New York City subway line. Unfortunately, our students and families fall into the latter category with the Consortium schools located in some of the poorest neighborhoods in the city, with some of the highest rates for obesity, diabetes, and other health concerns<sup>1</sup> within New York City (East Harlem, South Bronx, and Queens). See map included in MOA in appendix. The Renaissance Charter School will serve as the lead LEA for the Consortium. The Consortium serves a diverse student population with 45% Hispanic, 31% African-American, 15% white, and 9% Asian-American.

**Our kids deserve the vitality that comes with being active and well-nourished.** Too many of the cheapest food products most available to America's poorest families are nutritionally vacant, leaving our children starved for nutrition while their weight increases and their health decreases. Only 25% of consortium students consume fruit and vegetables two or more times per day<sup>2</sup>. Only 25% of our students receive a minimum of 225 minutes of physical education per week, falling short of New York State and national standards, and only 53% meet the standard of a healthy fitness zone as established by the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment.

**Our students' alarming risk factors exceed both state and national levels.** Only 20% of consortium students engage in 60 minutes of daily physical activity, and only 53% of our students engage in vigorous physical activity 4 or more times per week compared to 59.4% for the state of New York and 64.3% nation-wide. Thirty-eight percent of Consortium students are overweight or obese (BMI at or

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<sup>1</sup> The Overweight and Obesity in New York State, 2000-2012 Report

<sup>2</sup> 2012 NYC Charter School Consortium Youth Risk Behavior Survey

above 85<sup>th</sup> percentile) compared to 32.9% for the state of New York and 31.6% nation-wide<sup>3</sup>. These statistics illustrate the Consortium’s significant need for the PEP grant.

We utilized the audit report<sup>4</sup> on compliance with New York State Department of Education (NYSED) Physical Education standards and CDC’s School Health Index survey to identify specific gaps and weaknesses in services, opportunities and infrastructure. **PE specialists conducting the audit for NYSED on our PE curriculum identified two specific gaps and weaknesses in meeting NYSED PE Standards.** (1) PE curriculum is incomplete and too focused on team sports. The reviewers have required that the PE curriculum be revised to include health-related fitness and individual physical activities, in addition to team activities, and urged in-service training to be provided to support PE teachers. (2) Consortium Infrastructure Lacks Fitness and Fitness-Testing Equipment and Software. NYS PE standards require schools to create and implement Personal Fitness Plans, which consist of objectives for increased flexibility, cardio-respiratory endurance, muscular endurance, strength, and normal body composition. Currently, the Consortium schools and their teachers lack the capacity and resources to adequately develop comprehensive Personal Fitness Plans and to monitor student progress on their plans. Based upon the NYSED analysis, the strategies to help students meet NYS PE Learning Standards were revised (B), and are shown below compared with those in the current PE program (A).

<b>Existing and Proposed Strategies to Help Students Meet NYS PE learning Standards</b>	
<b>A – Current Strategy</b>	<b>B – Proposed Strategy</b>
Strategy 1 – Provide Team Physical Activities/Sports as an integral part of the PE curriculum so students demonstrate proficiency in selected complex physical activities, and knowledge of rules and strategies while playing, performing and officiating, and these activities are:	
A – The major focus with various team sports featured in 32 weeks of 36 weeks	B – An integral part of a balanced PE curriculum in 15 of 36 weeks throughout the academic year through the adoption of SPARK PE curriculum
Strategy 2 – Provide a Health Related Fitness focus, and support students so they may take actions to improve their fitness through:	
A – Informal interactions with students	B – (1) FITNESSGRAM based monitoring of flexibility, cardio-respiratory endurance, muscular endurance, strength, body composition (2) Personal Fitness Plan development, (3) exercise/activity sequences to meet physical performance, health and nutrition objectives in class and at other times during the day, and (4) link to health and wellness initiatives at the school and in the community.
Strategy 3 – Introduce, cultivate, and nurture Individual Physical Activities among students which become incorporated into their lifestyles and enrich them through:	
A – informal interactions	B – Activities for the individual, which provide for rhythms, aesthetics, personal

<sup>3</sup> Consortium Data: April 2012 Assessment, State and National Data: 2011 National Initiative for Children’s Healthcare Study

<sup>4</sup> November 2012 NYSED Office of Curriculum and Instructional Support Audit

with students	performance, outdoor activities, and target sport areas so students can demonstrate an understanding of movement concepts, and the use of motor skills, understand the potential outcomes for participating in physical activity, including challenge, enjoyment, self-expression, and social interaction.
Strategy 4 – To introduce and facilitate group cooperative games and dance activities among students so they can demonstrate responsible personal and social behaviors, the ability to use effective interpersonal skills, decision-making skills of appropriate goal setting, risk taking, and problem-solving through:	
A – The provision of various group cooperative games featured in 1 of 36 weeks (Dance was not featured)	B – The provision of various group cooperative games, in which students can explore leadership, character traits, role play, and techniques for managing stress and conflict; and dance, where students can demonstrate knowledge and understanding of the concepts, terms, and process related to the particular dance form: e.g. vocabulary, choreography, technique, skills, body mechanics, and the skills and techniques that accompany the dance form: e.g., positions, isolations, loco-motor movements, combinations, and performance.

Our School Health Team, consisting of representatives from all participating schools (administrators, teachers, nutrition services staff), community partners (city agencies and community-based organizations), students, and parents, convened in March 2013 to conduct a self-assessment of our Coordinated School Health Program utilizing CDC’s School Health Index. The average results from the survey are Module 1: 65%, Module 2: 51%, Module 3: 48%, and Module 4: 58%. The following six goals were created from identified needs, gaps and weaknesses that support the overarching goal of our **REN-PEP School Health Improvement Plan (SHIP)**. **Goal 1:** To enhance and expand physical education and other physical activity programs for all students in grades K-12; including programs that help students make progress towards meeting NY state physical education standards. **Goal 2:** To implement School Physical Activity and Health Clubs to facilitate additional opportunities for students to develop positive social and cooperative skills. Gaps: all K-12 students are not receiving 225 minutes of physical education per week, nor are they engaging in 60 minutes of daily physical activity; schools do not have appropriate physical education equipment and evaluation tools; and students do not meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program. Weakness: current PE curriculum is not evidence-based and does not demonstrate scope and sequence; or provide sufficient opportunities for students to develop positive social and cooperative skills through physical activity. **Goal 3:** To implement a comprehensive Professional Development program related to physical education, activity, and health and nutrition. Gaps: inadequate opportunities for professional development for PE teachers to stay abreast of the latest research, issues, and trends in

the field of physical education. Weaknesses: no professional development for nutrition service staff members. **Goal 4**: To develop an enhanced School Nutrition Program that updates nutrition policies, improves food services, and alters the culture of nutrition in our school environments. Gaps: inadequate variety of foods in school meals, particularly in fresh fruits and vegetables; inadequate promotion of healthy food and beverage choices; and food purchasing and preparation practices do not take advantage of local initiatives by the City of New York and Community-based Organizations. Weaknesses: no collaboration between nutrition service staff members and teachers. **Goal 5**: To enhance policies and procedures related to physical education, activity, and nutrition, as well as the Local Wellness Policy, and conduct a coordinated outreach and education campaign. Gaps: the schools' health committee meets less than 4 times per year; school health and safety policies and local wellness policies are generic and do not address the specific needs of each school's site or incorporate best practices identified by the state of New York Department of Education or federal government; no comprehensive marketing and outreach campaign exists to inform and educate staff members, students, and parents on our Coordinated School Health Program; and not all food sold at school during the school day, outside school hours, and for fundraising activities meets the Institute of Medicine's Nutrition Standards for Food in Schools. Weaknesses: inadequate controls to ensure safety practices are followed at all times to maintain a safe physical environment during physical education and activity. **Goal 6**: To expand health education curriculum to include nutrition instruction and integrate nutrition instruction in all classrooms. Gap: current health education curriculum is not sequential and nutrition and health instruction is not embedded in all course subjects. Weakness: health education curriculum does not include nutritional instruction.

We will utilize the SHI survey to track our progress in closing identified gaps and improving weaknesses. Our overall score cards for modules 1-4 of the SHI for each individual school are attached to this application. A clear and specific description of how the proposed project design correlates to our SHIP and will help students meet the identified standards as required by the

absolute priority is included in Sections 2 and 3. All outcomes (GPRA and Project-Specific) to address need are included in Section 5: Evaluation.

**SIGNIFICANCE: We are confident that REN-PEP SHIP will result in systemic change for all participating schools** and vastly improve the lives of the students we serve. Extensive research and the completion of both the PECAT and HECAT surveys, led us to choose evidence-based curricula to enhance our PE curriculum and expand our health curriculum to include nutrition instruction (*SPARK* and *Healthy Lifestyle Choices*, respectively). Both of these curricula are aligned with the Absolute Priority established for this grant program and proven to significantly improve outcomes for children. We designed our project outcomes by utilizing the research studies done on *SPARK* and aligning our outcomes appropriately, as well as aligning our targets with New York City’s Task Force Plan to Prevent and Control Obesity. Our program design and expected outcomes are steeped in research, and reflective of work done by experts in the fields of health, food policy and physical fitness. With all of that said, and the countless hours of research gone into the preparation of this grant application – it means nothing without fidelity. If the secret to combating childhood obesity or resolving the education crisis was simply to pick a program that works – neither problem would exist today. **The key is fidelity, which is how we will ensure REN-PEP SHIP creates the significant changes and improvement as we intended!**

Fidelity is embedded within every activity included in our program. The Local Evaluator hired for this grant will lead the fidelity process and have extensive experience working with schools, curriculum, health and nutrition programs and at-risk youth. The firm hired will have extensive experience not only in properly evaluating federal grants, but also in evaluating fidelity to all grant programs. The local evaluator will have a proven track record of conducting fidelity audits, as well as working with schools to ensure they are operating all programs with fidelity, and utilizing a turn-key approach to ensure fidelity measures remain a vital part of the program after the period of federal funding has ended. The local evaluator will utilize existing fidelity checklists for research-based programs (*SPARK* and *Healthy Lifestyle Choices*) and will create customized fidelity checklists to monitor compliance with enhanced policies and programs. In addition to the fidelity checklists, the local evaluator will conduct focus groups,

one-on-one interviews, and observations in the classroom as well as other PEP grant related activities. The grant-funded subject-matter expert hired to assist the Consortium to navigate the enormous amount of data available and create sound policies and procedures will work closely with the Local Evaluator to create fidelity checklists appropriate for monitoring compliance with enhanced policies. During the course of the grant the Local Evaluator will work closely with all REN-PEP staff to educate them on fidelity measures, as well as provide technical support and coaching in order for them to conduct fidelity audits on their own. By the third year of our grant project, the Local Evaluator's role in fidelity will have shifted to managing and supervising the fidelity work conducted by REN-PEP staff members, with a particular focus on school site personnel to ensure they have the knowledge, skills, and tools to continue to perform the activities conducted under the grant after the period of federal funding has ended to ensure the continued success in meeting the identified targets for years/decades to come. The following outlines the significant activities within REN- PEP SHIP that are taken from years of research and field-testing.

- **Our Program Focuses on Lifelong Activities Rather Than Team or Individual Sports.** Adopting the *SPARK* curriculum is the cornerstone to achieving our goals. *SPARK* PE was designed to be more inclusive, active, and fun than traditional PE classes. *SPARK* lesson plans are aligned with NASPE National Standards, as well as NYSED Standards.
- **Our Program Implements Physical Activities that Children Enjoy** and will continue to seek on their own. Our focus will be to emphasize “fun” over “exercise.”
- **Under the Grant, We Will Purchase Physical Activity Equipment, Including Assessment Tools.**
- **We Will Break Down Larger Classes Into Smaller Groups.** Recent cutbacks in funding for education have left our schools with fewer teachers and larger class sizes, making it more difficult to engage students. PE classes provide an excellent opportunity to break the class into smaller groups of four to six students per group, making it easier for kids to work on building their social skills and teamwork.
- **Our Program Includes Activities for All Students.** Some kids are more athletic than others, and some students have developmental issues or physical disabilities that make it harder for them to participate in traditional PE class activities. Our physical education program will focus on providing a variety of movement-based activities that will allow **everyone** to be involved.
- **We'll Provide Professional Development for Teachers.** Educators that are specifically trained in physical education still need continuing education to keep them up-to-date on everything from new, innovative PE lesson plans to current health and nutrition information. Moreover, classroom teachers will be trained to integrate physical activity, health, wellness, and lifestyle into traditional classes like reading, writing, arithmetic, and science.
- **We're Taking an Holistic Approach to Wellness and Well-being.** We're not limiting our

enhancements to PE and Health class – we’re infusing our program into all classrooms, before and after school activities, and in our work with our community partners.

- **We’re Integrating Health and Nutrition Programs into ALL Classrooms.** All Consortium schools will adopt *Move-To-Improve* and Team Nutrition programs into every classroom. We envision that the culture of classroom celebrations will be transformed into impromptu Dance Parties, and Brain-Gym will become a standard exercise before exams and lengthy or particularly difficult assignments. We will expand current Project-Based Learning programs in classes like math and science to include cooking healthy meals. We’ll utilize the on-site expertise of our nutritional service staff to provide guest lectures in classrooms.
- **Our Program Includes a Comprehensive Assessment Initiative (AI).** Our grant will provide the necessary tools (FITNESSGRAM, pedometers, and 3DPAR) for us to aggregate and disaggregate all data in order to meet a variety of needs. Students will be able to monitor their progress on their Personal Fitness Plans, and teachers will have the data they need to support them in meeting their goals. The AI will inform our Road Map to Success which will enable our Consortium to easily share the results with other schools and organizations within NYC and across the country.

REN-PEP SHIP is designed as a whole system change, and not simply the addition of a few programs. When implemented with fidelity, our project will change attitudes, behaviors, and the culture of our schools.

### **QUALITY OF THE PROJECT DESIGN**

**(A) REN-PEP SHIP is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.** The following activities will be implemented and are described in detail throughout our proposal:

Through **Revision of the PE and Health curriculum**, with incorporation of FITNESSGRAM and the adoption of the NYSED recommended “Physical Best,” our project will meet and surpass standards by undertaking the following activities: instruction in healthy eating habits and good nutrition utilizing the *Healthy Lifestyle Choices* curriculum; and improvement of our PE program through the adoption of the *Sports, Play, and Active Recreation for Kids (SPARK)* curriculum. SPARK will enable us to provide fitness education and assessment to help students understand, improve and maintain their physical well-being; instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social development of every student; and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle. These revisions include a range of age appropriate activities that have proven to be successful with demographics similar to the students we

serve. Our fidelity index will ensure all programs meet the recommended guidelines for dosage and duration. REN-PEP is created to ensure universal access for all students, which is a cornerstone of the *SPARK* PE curriculum that we will supplement with *Move-to-Improve* in every classroom. Our program provides for healthy, constructive, and consistent motivation and incentives, which will place an emphasis on progress and effort instead of ‘best’, ‘fastest’, and ‘strongest’. We will expand our recognition efforts to include parents, families, and local initiatives. We are also participating in national incentive initiatives, such as the PYFP and Team Nutrition. We will also create after-school Physical Activity clubs and increase our relationships with CBO’s to expand opportunities for physical activity. A **Comprehensive Professional Development Program** incorporates a Trainer-of Trainers philosophy to ensure that the knowledge gained under the grant program remains with each Consortium school –even when staff members leave our employment. Every adult employed by the Consortium schools will receive ten (10) hours of professional development in health, nutrition, and physical activity on an annual basis. An additional: three (3) hours for nutrition services staff members; six (6) hours for health education teachers; and eighteen (18) hours for physical education teachers on an annual basis is included in our PEP plan. **Completion of the CDC-SHI Self-Assessment Process** will be accomplished by members of the REN-PEP School Health Council during the grant period. We will compare our baseline scores (included in this application) to the scores conducted at the end of the grant period (9/2016) to measure change. Annual surveys will be completed to measure progress. Other planning processes have long been established in Consortium schools. Each is guided by the content of its charter application and School-Wide Plan, a comprehensive school improvement plan conforming to federal NCLB and NYSED guidelines. Each school must submit an annual performance report to its charter authorization agency (NYSED or NYC-DOE). The CDC-SHI self-assessment will be incorporated into the planning process of each school to ensure sustainability for Health and Wellness initiatives. **The Refinement of Data Acquisition and Use to Include Fitness Information** – The FITNESSGRAM assessments will establish fitness baselines in: aerobic capacity; body composition; muscular strength, endurance and flexibility. From FITNESSGRAM information, students will be able to establish fitness targets in their

Personal Fitness Plans. Other Health assessment tools (3DPAR and pedometers) will enable teachers to track and document their students' health status as they equip them with the knowledge to sustain lifetime fitness. This data will be transferred to each school's Student Information System. These assessment tools will enable us to track progress, both individually and for the group. During the PEP grant period, electronic fitness data collection will be established and linked to the Consortium data warehouse. Grant supported professional development will support PE and Health staff members to become functional in the facilitation of fitness information collection for each type of testing equipment. **Improvement of the nutritional culture** will result from infusing our school culture with healthy eating habits through revision of policies and purchases related to food and nutrition. Our systems and infrastructure will model the nutritional message we're teaching. We're not just going to tell students how to eat healthy: we are going to grow and purchase healthy food, cook healthy food with them, feed them healthy food, and sit down and eat it with them. Our Interactive REN-PEP website and mobile application is the centerpiece of our **Marketing and Outreach**, which infuses social media into our marketing efforts. Our students don't live and communicate in the same way we do, and to engage them fully in any behavior change we must communicate in their language. In researching our grant initiatives, we searched for existing mobile applications to combat childhood obesity, but found none! We plan to fully involve students in the development of our social media tools, and we envision a successful product that will be easily shared and duplicated by other schools once our SHIP is fully implemented and our results gain attention! Sample screen-shots that illustrate our vision are included in the Appendix.

**REN-PEP SHIP is committed to sustainability**, which is based on a three-tier approach: 1) purchase of research-based curriculum for physical education and health, equipment, and supplies; 2) comprehensive professional development and training program; and 3) increased participation with national and local initiatives and community-based organization. This approach, which will be developed and nourished throughout the three year grant program, builds capacity with every activity. Increasing the skills of our staff and students, coupled with increased partnerships and participation in initiatives and resources surrounding physical education and health, will

significantly reduce the schools' financial burden to sustain all project activities. A formal Sustainability Plan will be created within the first 3 months of the project and will be discussed and revised on a regular basis during all REN-PEP School Health Council meetings and will be disseminated to all stakeholders on a monthly basis.

**(B) The design of REN-PEP SHIP reflects up-to-date knowledge from research and effective practice**, including: *National Association for Sports and Physical Education; Shape of the Nation Report 2010; CDC School Health Policies and Programs Study* is a national survey periodically conducted to assess school health policies and practices at the state, district, school, and classroom levels; and *Physical Education Trends in Our Nation's Schools-A Survey of Practicing K-12 Physical Education Teachers*. This survey was designed to explore a number of key aspects of physical education programs in our nation's schools. The evidence-based programs chosen to meet goals, objectives and outcomes include model and exemplary programs from the following sources: National Institute of Health; U.S. Department of Education; Center for Disease Control and Prevention (CDC); and National Health Education Standards (NHES).

The design of our School Health Improvement Plan correlates to the results from our initial (baseline) Overall Score Cards from the **School Health Index (SHI) and identified need, gaps, and weaknesses**. Under our REN-PEP program we will implement and adopt the **SPARK** physical education curriculum for all students in grades K-12. *SPARK* is a research-based, public health organization of San Diego State University Research Foundation. *SPARK* represents a collection of exemplary, research-based physical activity/nutrition programs. *SPARK* physical education has been cited in the Surgeon General's Report as a "School based solution to our nation's health care crisis." *SPARK* was identified by CDC as a national model for programs designed to increase physical activity and combat childhood obesity in their report *School-Based Physical Education: An Action Guide*. *SPARK* is the only National Institute of Health (NIH) researched program available providing coordinated curriculum, training, follow up support and equipment for Pre-K through 12<sup>th</sup> grade teachers. We will enhance our current health education curriculum by implementing and adopting **Healthy Lifestyle Choices (HLC)**. HLC is a cross-

curricular program with a behavioral focus that has proven to significantly improve nutritional curricula<sup>5</sup>. The Alliance for a Healthier Generation has selected the HLC Program for inclusion in the Healthy School Program Resources Database. The HLC program was found to be in alignment with one or more of the Healthy Schools Program Framework Criteria and consistent with the American Heart Association standards for scientific validity and accuracy. All schools will register with **USDA's Team Nutrition** program and utilize their guidelines and resources to inform our nutrition program, and a subject matter expert will be hired to develop nutritional policies that reflect the most current knowledge in the field, particularly the importance of fresh, unprocessed food.

To assess our progress in meeting our fitness goals and outcomes, we will utilize the **FITNESSGRAM** assessment tool. FITNESSGRAM, created by The Cooper Institute, is a health-related, criterion-based assessment, which helps minimize comparisons between children and instead supports students as they pursue personal fitness goals for lifelong health. Each score is evaluated using the Healthy Fitness Zone standards. FITNESSGRAM is now the assessment tool utilized by the PYFP.

**(C) REN-PEP SHIP represents an exceptional approach for meeting statutory purposes.** Our project expands and improves our physical education program and addresses NYSED PE standards through the use of the *SPARK* and *Healthy Lifestyle Choices* curriculum by (1) including instruction on healthy eating habits and good nutrition and (2) fitness education and assessment to help students understand, improve and maintain their physical well-being; instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social and emotional development of every student; development of and instruction in cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle; opportunities for students to develop positive social and cooperative skills through physical activity participation; and a comprehensive professional development program for adults who work in the building. The following highlights our approach to meeting Requirements 2, 3, 4, 5, and 7. **Nutrition and Physical Activity-Related Policies (2)** We will utilize city, state, and federal resources and expertise and the guidance of our subject-matter expert to

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<sup>5</sup> National Health Education Standards

ensure our policies represent best practices, are customized to the needs of each participating school, and facilitate lifelong physical activity and health. We will not only enhance existing policies to conform with state and federal standards, but we will also disseminate and market these policies and practices to students, staff, and our community via our Interactive REN-PEP website. We will adopt policies on food purchases to ensure all are aligned with IOM's Nutrition Standards for Foods in Schools, as well as expand options for purchasing/serving fresh fruit and vegetables at schools through our school gardens, and Farmers markets. We will incorporate policies that support our *"We're a Family that Eats Together"* campaign which utilizes a school culture approach to change and likens the school cafeteria to a family's kitchen table. Our policies will inform checklists for auditing purposes to ensure all schools are compliant all the time. These checklists will also monitor fidelity to enhanced policies as well as outline consequences for non-compliance and suggested next steps for corrective actions to be taken.

**Linkage with Local Wellness Policies (LWP) (3)** Our current wellness policies are linked with the Local Wellness Policies (NYC-DOE), insofar as Consortium schools are utilizing what the DOE created. Our REN-PEP proposal expands on this linkage to ensure that the LWPs are customized to meet the needs of each school, but to also create an infrastructure to allow for the continued review/revision of these plans on an annual basis. A subject-matter (health and nutrition) expert will help guide and educate Consortium schools on this process. We aim to create more than a policy manual that can be put on a shelf, but give clear guidelines for what is to be done, who will do it, and how measurement will be made. The final LWP created under our PEP grant will address six areas: School Health Wellness Councils; Nutritional Quality of School Food Meals; Nutrition Education and Promotion; Physical Activity Opportunities and Physical Education; Staff Wellness; and Monitoring and Policy Review.

**Linkages with Federal, State, and Local Initiatives (4)** REN PEP is clearly linked with Federal, State and Local Initiatives. Federal initiatives include: **(a) USDA's Team Nutrition.** Each Consortium school will enroll as a Team Nutrition School, affirming our commitment to take the lead in making nutritional changes, and to track our progress in reaching our goals. We will utilize training and technical assistance

from Team Nutrition in order to: conduct nutrition activities and events (e.g.: Annual Healthy Recipe Contest); plan and prepare healthy meals in a financially viable manner that appeal to the ethnic and cultural tastes of our students; and link meal programs to other educational activities by utilizing nutritional service staff members to provide nutritional learning in the classroom and implementing our after-school Cooking Club. Team Nutrition will also provide technical assistance to enhance our nutrition education program through fun, interactive education that encourages children to: eat a variety of foods; eat more fruits and vegetables; eat healthy fats; get calcium-rich foods; and be physically active. (b) **Presidential Youth Fitness Program (PYFP)** Our Consortium schools will utilize this program to assess, track, and award youth fitness and physical activity. By adopting the PYFP we will gain access to a robust selection of resources that will help students engage in their own health and fitness, including: a health-related assessment, companion educational and motivational tools, training materials, and awards. **State initiatives include:** (a) **NYS Strategic Plan for Overweight and Obesity Prevention** is a broad collaborative effort to identify strategies to promote and increase opportunities for physical activity and healthy eating across the age span. The activities, goals and objectives of our PEP plan are aligned with the NYS plan. We will also utilize their guidelines for healthy meetings, celebrations, and snacks in our schools. **Local initiatives include:** (a) **Recovery Act: Communities Putting Prevention to Work** is a federally funded program that NYC is using to implement multiple strategies to prevent obesity and improve health. (b) **Take Care New York (TCNY)** is the city's health policy to help all New Yorkers live longer and healthier lives. Each Consortium school will register with TCNY and participate in all quarterly trainings, meetings, and webinars to link our PEP program with this initiative and take full advantage of the technical assistance provided. (c) **Move-to-Improve (MTI)** is a comprehensive and engaging program to help teachers integrate physical activity into all areas of classroom academics. All Consortium teachers will receive training on MTI and we will monitor fidelity through classroom observations and checklists. (d) **We're Walking Here** program, will provide curricular support to Consortium schools on the benefits of active transportation as well as route planning resources to enable students to walk safely to and from school each day. We will also partner

with local initiatives sponsored by CBO's that include using food stamps at farmers markets, free exercise classes at physical activity centers, and cooking and nutrition classes. See Appendix/Resumes for a complete description of programs from existing CBO partnerships.

**Updates to Physical Education and Nutrition Instruction Curricula (5)** are the central focus of REN-PEP SHIP. We completed the PECAT survey to guide our efforts in improvement (see attached), which led us to adopt the *SPARK* PE curriculum. We also utilized the *Healthy Eating Module* of the HECAT to identify needed curricular changes, which led us to adopt the *Healthy Lifestyle Choices* curriculum. The physical education equipment and supplies purchased through our PEP grant (see budget spreadsheet) are aligned with students' use of the equipment with all elements of the Absolute priority, as well as the *SPARK* PE curriculum. Equipment purchases will also be utilized to increase daily physical activity and the Physical Activity Clubs created under the grant. **Increasing Transparency and Accountability (7)** will be accomplished utilizing the existing Student Information System, FITNESSGRAM, and other health related tools (pedometers, 3DPAR, etc.). A robust student information system has been established and is currently supporting instruction through data-driven decision-making initiatives. The Student Information System and FITNESSGRAM software will allow us to report on students' progress in the aggregate, on key program indicators required by the PEP grant (GPRA), as well as on our project-specific objectives. All aggregate-level information will be easily accessible to the public, via postings on our REN-PEP Interactive website and monthly bulletins and newsletters. The website will include progress reports, evaluation bulletins, and success stories. We will aggressively market our database with great resources and *Get Fit Tips!* to increase traffic to the site. FITNESSGRAM software will facilitate data collection and provide reports based on the Healthy Fitness Zone standards, establishing fitness baseline tests in five areas: flexibility, cardio-respiratory endurance, muscular endurance, muscular strength, and body composition. From FITNESSGRAM information, students will be able to establish fitness targets in their Personal Fitness Plans. Several uses of the fitness data will include progress reporting through extended exercise periods, which will also be shared with parents.

**ADEQUACY OF RESOURCES: Overarching Impact of our PEP Project**

The proposed budget is appropriate to the number of students to be served, as well as create an infrastructure to sustain PEP grant activities after the period of federal funding has ended.

*Obesity is not a cosmetic issue; it is a health issue, and our best hope for combating this epidemic is to prevent children from becoming overweight in the first place. Schools have the opportunity – even the responsibility—to teach and model healthful eating and physical activity, both in theory and in practice<sup>6</sup>.*

The REN-PEP SHIP budget is not only appropriate to meet the goals, objectives and outcomes of our project; it will also significantly impact our students' abilities to meet their Personal Fitness Plans, as well as dramatically reduce health care costs over a lifetime. A substantial portion (between 25 to 64 percent) of obesity costs are financed by the public sector via Medicaid and Medicare. According to the 2007-08 NHANES (National Health and Nutrition Examination Survey), obesity now affects 17% of all children and adolescents in the US – triple the rate from just one generation ago. America's obese children are at an alarmingly heightened risk for elevated blood pressure, cholesterol, diabetes, and becoming obese adults. The financial cost of childhood obesity tips the scales at 3 billion annually. In 2006, in New York State alone, all insurers spent about \$11.1 billion to address obesity, including \$2.7 billion spent by Medicare and \$4 billion by Medicaid. For NYS Medicaid, 11 percent of 2006 expenditures were attributed to obesity. This translates to about \$2.7 billion in Medicaid expenses for NYC residents for obesity<sup>7</sup>. Researchers have estimated that by 2030, if obesity trends continue unchecked, obesity-related medical costs alone could rise by \$48 to \$60 billion a year in the U.S.<sup>8</sup>.

Our project costs are a total of \$(b)(4) for the three (3) year grant period, \$916,542 in Federal funds, and (b)(4) in the Consortium's match. Our annual budgets of \$(b)(4) for Year 1 and \$(b)(4) for Years 2 and 3 translate to an annual per student cost of \$(b)(4) in Year 1 and \$(b) in Years 2 and 3 -- a \$(b) per student cost over the life of the 3-year grant. It costs approximately \$6,000 to feed a child

<sup>6</sup> David Satcher, M.D., Ph.D, former Surgeon General, "Surgeon General's Call to Action to Prevent and Decrease overweight and Obesity."

<sup>7</sup> New York City Task Force Plan to Prevent and Control Obesity, May 31, 2012 Finding: Obesity is expensive.

<sup>8</sup> Wang CY, McPherson K, Marsh T, Gortmaker S, Brown M, Health and economic burden of the projected obesity trends in the USA and the UK. *Lancet*. 2011;378:815-25

lunch during the entire tenure of their K-12 education, and it costs our health care system and our taxes approximately \$175,000 per adult, for illness related to poor childhood nutrition<sup>9</sup>. If we extrapolate these figures, along with our PEP grant costs, we estimate that **REN-PEP SHIP will result in significant savings over the life of the students served (\$393,087,170)**! If we were to factor in sustainability and the total number of students who will benefit from our participation in this grant, that figure would increase exponentially.

PEP Costs	Lunch Costs	Students Served	Total Costs	Health Care Costs (ind.)	Health Care Costs (students served)	Savings from Prevention
\$510	\$6,000	2,333	\$15,187,30	\$175,000	\$408,275,000	\$393,087,170

*We're asking our staff to change the status quo and create inspiration across a community that is sedentary, undernourished, stressed by poverty and vulnerable to the ubiquitous nature of fast and processed food. In short, we're asking them to swim upstream. We recognize the need for resources - mostly time - to meet our goals successfully.*

Sixty-four percent of our total budget is allocated to salary and fringe benefits. In addition to overall management of the grant program and complying with all federal regulations, these salaried individuals will dedicate the majority of their time to supporting the individual consortium schools, developing sustainable school health and safety policies, and teaching healthy nutrition and physical activity. In order to support implementation and success at each school site, we have included a School Site Coordinator and Nutrition Team Leader from each participating site in our budget. Personnel costs will also support increasing daily physical activity for students with the creation of the After-School Clubs for dance, yoga, circuit training, and cooking. Every position created under personnel was carefully analyzed by the School Health Team to ensure we created an appropriate infrastructure that will ensure success of our program. The functionality and time commitment for each position was based on similar previous endeavors and feedback from community partners and previous recipients of the PEP grant.

Fifteen percent of our total budget is allocated to contractual services, which includes local evaluation and professional development costs. As an example of our strategies to ensure sustainability, our approach to all training opportunities includes a Trainer-of-Trainers component. The training for the

<sup>9</sup> US Department of Agriculture, 2011 Annual Report

evidence-based curriculum programs (SPARK and HLC) will be on-site and customized to the needs of each participant. This training will be followed up by monthly coaching and support via conference calls and required refresher courses via e-learning. Fidelity to these programs will be ensured with classroom observations and interviews. **Each consortium school will receive a total of 37 hours of training on an annual basis, which does not include webinars, e-learning, etc.** The local evaluator will maintain focus on mission, purpose, goals, and objectives; develop strategic plans; maintain program fidelity; measure progress; and promote sustainability. Sound evaluation that identifies the true level of efficacy of our programs will ensure the growth and proliferation of this initiative across our NYC community and the charter school community.

Fourteen percent of our proposed budget is dedicated to purchasing physical education equipment (cardio-vascular, strength, and endurance) for each participating school site. On average, the lifespan of the equipment purchased is 15 years, which means approximately 8,500 K-12 students will benefit from our PEP grant before additional funds need to be secured for equipment purchases.

Fifteen percent of our proposed budget is dedicated to supplies, and the majority of these supplies (71%) will create systemic change in our schools. The *SPARK* physical education and *Healthy Lifestyle Choices* curriculum will result in a permanent enhancement to current programs and ensure our education programs align with state standards and national best practices. Our costs for our comprehensive marketing strategy are included in supplies. Our marketing tools will not only educate and inform our students, but also their peers, families and our own staff, providing a foundation to create a lifelong healthy lifestyle. We will also purchase the proper tools (FITNESSGRAM, pedometers) to track the success of our program, as well as individual Personal Fitness Plans.

### **QUALITY OF THE MANAGEMENT PLAN**

The Renaissance Charter School will be the lead LEA and will provide Project Management for this grant. We will be responsible for developing and implementing the REN-PEP SHIP on time and within budget in order to achieve all of the objectives of our proposal. As one of the oldest and most successful charter schools in New York City, we are confident of our management and administrative capabilities to

lead a project of this size. The Renaissance Charter School has managed over **\$30 million** in local, state, and federal grants. Building on our previous successes and learning from challenges we have faced, we have designed a management structure to achieve all of the goals and objectives of the PEP grant program. We have clearly defined the responsibilities of staff, community partners, and consultants. Stacey Gauthier, the Project Director, has significant experience successfully managing federal and state grant programs comprised of consortiums of public charter schools. (See attached resume). Of particular relevance in creating our management plan is Ms. Gauthier's experience and familiarity with the time commitments a grant of this size requires. All employees working on this initiative will supplement existing services and programs. Internal reorganization has been mapped out to relieve existing staff members of some of their current duties to ensure an appropriate amount of time is allocated to this project. We are confident that we have created a management structure to successfully complete all project activities, reach all identified outcomes, and sustain the program after the grant ends.

Below is a summary of our proposed staffing structure:

- **Project Director, Stacey Gauthier ((b)(4), non-federal match)** As Project Director she will be responsible to ensure all project activities are completed on time and within budget. She will provide oversight of the PEP program and serve as the liaison between the Consortium, Board of Education, as well as all other external stakeholders. She will be responsible for the financial integrity of the grant as well as approval of all new hires and contracts. She will lead the REN PEP School Health Council meetings and facilitate school-community collaboration and partnerships, supervise all program staff, and work closely with the local evaluator. During the 3-year PEP grant period, [ ]% of her current responsibilities will be transferred to Janet Jefferson, TRCS Executive Director.
- **Project Coordinator, Rebekah Oates (.40 FTE)** As the Project Coordinator for the PEP grant program, she will be responsible for administrative functions directly related to the grant programs and implementation. She will serve as the liaison to building principals, assisting with data collection, following up with participating school sites for data and linking resources, and coordinating and arranging logistics for all grant activities. She will be responsible for planning and organizing all professional development, procurement and implementation of all equipment and supplies, coordination with current programs and facilitating all REN-PEP School Health Council meetings. The Project Coordinator will oversee all marketing and outreach activities. During the 3-year PEP grant period, 40% of her current responsibilities will be outsourced to The New York City Charter School Center. The Project Coordinator will report directly to the Project Director.
- **REN-PEP Fitness and Nutrition Coordinator (to be hired) (.50 FTE)** He/she will support each of the five participating schools in implementing the curriculum, equipment and supplies purchased under the PEP grant. He/she will work closely with the nutrition service staff and Nutrition Team Leaders at each school and the subject-matter expert (consultant) to implement

nutritional improvements in the food service program. He/she will also provide training and support to each school site in the implementation and monitoring of students' Personal Fitness Plans based on fitness screenings and other health/wellness-related information. He/she will work closely with Ms. Gauthier and Ms. Oakes, collaborating with community partners and organizations, and connecting schools, students, and families to these resources.

- **REN-PEP School Site Coordinators (SSC) (5)** One SSC will be identified from each participating school site with preference given to qualified PE instructors. The SSCs will attend all professional development opportunities, become proficient with all testing and monitoring software and serve not only as champions of the PEP program in their buildings, but also as valuable resources to students, staff, and family members. Each SSC will be responsible for data collection on all student fitness and health screenings. The SSC will work closely with CBOs that serve their families and ensure students are connected with local resources. The SSC will ensure students receive recognition from the Presidential Youth Fitness program and oversee all communication on the schools' Coordinated Health Program to parents and guardians. The SSCs are existing employees and will receive hourly compensation for each hour of work over and above their existing contracted hours; estimated at an additional 5 hours per week for 40 weeks for a total of 200 annual hours per each SSC.
- **Nutrition Team Leaders (NTL) (5)** One NTL will be identified from each participating school site. He/she will be responsible for implementing all Team Nutrition activities from the USDA's Team Nutrition Program. The NTL will be responsible for registering their school as a Team Nutrition school and completing annual application forms for formal recognition from USDA's Healthier US School Challenge. The NTLs will be responsible for: completing the Healthy Food Preparation Checklist; integrating student feedback into school menus; and will be involved with the Healthy Recipe Contest, Nutrition classes, and the After-School Cooking Club. The NTLs are existing employees and will receive hourly compensation for each hour of work over and above their existing contracted hours; estimated at an additional 3 hours per week for 40 weeks for a total of 120 annual hours per each NTL.
- **Local Evaluator, To be hired** The local evaluator will be responsible for collecting and analyzing all data necessary to track progress on the grant objectives, goals, and outcomes; including the GPRA measures. He/She will be responsible for the logic model, evaluation plan, and sustainability plan. This person will be responsible for creating and presenting evaluating materials for all stakeholders on a regular (quarterly minimum) basis, creating evaluation bulletins and non-technical reports, as well as all interim, annual, and final performance reports for the U.S. Department of Education. The project evaluator will serve on the REN-PEP School Health Team and report directly to the Project Director.
- **Additional Contracted Services.** Through a formal request for proposal process, consultants will be hired to create the interactive REN-PEP website and mobile application, as well as provide subject-matter expertise to assist schools in enhancing existing policies, procedures and wellness plans and ensure they are aligned with state and national best practices and are customized to meet the needs of each individual school site. Both the marketing consultant and subject-matter expert will provide professional development in their respective areas of responsibility to participating schools.

Resumes and job descriptions, including roles and responsibilities of each individual assigned to the PEP project, and new positions created specifically to support this initiative, are included in the Appendix. The following timeline clearly defines responsibilities and milestones for accomplishing project tasks. Milestones are indicated in bold text.

Activity/Description	Start Date	End Date	Responsible Party(s)
Award of grant and provide outline of schedule and services to be provided	10/13	10/13	Project Director
Conduct search and finalize contracts for all contracted services through formal procurements procedures	10/13	11/13	Project Director with input from School Health Council
<b>Institutionalize REN PEP School Health Council</b>	<b>10/13</b>	<b>9/16</b>	<b>Executive Director (monthly mtgs.)</b>
Recruit, hire, and train all REN PEP program staff	10/13	11/13	Project Director
Purchase and install all PE equipment and supplies – including assessment tools and software	10/13	12/13	Project Director and Project Coordinator
<b>Collect and analyze baseline data</b>	<b>11/13</b>	<b>11/13</b>	<b>Local Evaluator</b>
<b>Establish Physical Activity and Cooking Clubs</b>	<b>11/13</b>	<b>On-going</b>	<b>Project Coordinator</b>
Actively recruit and refer students to programs in the community	11/13	On-going	Project Coordinator, and SSC
Increase fresh foods in school meals (school gardens, farmers markets, etc.)	12/13	On-going	Project Director and Nutritional Team Leaders
<b>Conduct training on SPARK, HLC, and MTI</b>	<b>12/13</b>	<b>Annually hereafter</b>	<b>Project Coordinator</b>
<b>Create fidelity checklists</b>	<b>12/13</b>	<b>1/14</b>	<b>Local evaluator and subject-matter expert</b>
<b>Create logic model, evaluation plan, sustainability plan and all evaluation tools</b>	<b>12/13</b>	<b>12/13</b>	<b>Local Evaluator</b>
Adopt all evidence-based curriculum	1/14	On-going	Project Director
Immerse Move-to-Improve curriculum in all classrooms	1/14	On-going	SSC and classroom teachers
<b>Register with Team Nutrition Program</b>	<b>1/14</b>	<b>On-going</b>	<b>Project Coordinator and Nutritional Team Leaders</b>
Create Interactive REN PEP Website and Mobile Application	1/14	3/14	Marketing/Media Consultant
Provide consistent motivation, incentives and awards	1/14	On-going	School Site Coordinators, PE Teachers, Classroom Teachers
<b>Enhance policies and procedures related to physical education, activity, and nutrition; including the Local Wellness Plan</b>	<b>1/14</b>	<b>3/14 Annual Review</b>	<b>Project Director with input from Consortium Schools, REN PEP staff, and School Health Council</b>
On-going collection and analysis of data, including conducting focus groups, interviews, FITNESSGRAM reports, pedometer reports, 3DPAR surveys, Classroom Activity Logs, etc.	1/13	9/16	Local Evaluator
Create and disseminate social marketing campaign	1/14	On-going	Project Coordinator and Marketing/Media Consultant
<b>Develop interim report for US Department of Education</b>	<b>3/14, 3/15, 3/16</b>	<b>3/14, 3/15, 3/16</b>	<b>Project Director, Project Evaluator</b>
Conduct fidelity assessments	2/14	Monthly checklists, bi-annual assessment	Local Evaluator
<b>Develop Annual Performance Report for US Department of Education</b>	<b>9/14, 9/15, 9/16</b>	<b>9/14, 9/15, 9/16</b>	<b>Project Director, Local Evaluator</b>
Complete post-evaluation and develop Final Report and recommendations	8/16	9/16	Project Director, Local Evaluator with review by School Health Council
Present final report to REN PEP's Board of Education	9/16	9/16	Project Director and Local Evaluator

## **QUALITY OF PROJECT EVALUATION**

### **Evaluation Methods are Thorough, Feasible, Measurable, and Appropriate to our Goals and Objectives**

We utilized our Evaluation Plan to shape the development of the project from the beginning. Evaluation procedures are noted in each section of our Project Design (section 3). The Plan includes benchmarks to monitor progress toward all SHIP objectives and outcomes. Targets are based on previous research studies of curriculum programs and aligned to NYC targets established to combat childhood obesity.

Through a formal Request-for-Proposal process, we will select a firm to conduct the local, independent evaluation. The successful firm will have extensive experience evaluating education, health, and physical education programs, and will be proficient in all aspects and methods of evaluation stated in this proposal. Our evaluation plan enables more data-based decision-making and is designed to collect, analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements, to improve instructional practices, within the framework of the evidence-based curricula, as well as overall improvement of healthy behavior and health/nutrition knowledge.

### **Methods of Evaluation will produce Quantitative and Qualitative Data**

The methods of evaluating our REN-PEP SHIP include the use of objective performance measures that are clearly related to the outcomes of the project and will produce quantitative and qualitative data. The local evaluator will create a logic model explicating the mechanisms through which we will achieve desired outcomes. The local evaluator will also evaluate our project to determine if it is being implemented according to plan, and assess and document the degree of fidelity and variability in expected/unexpected and planned/unplanned program implementation. The local evaluator will also compare fidelity across sites, establish validity for the relationship between the interventions and the outcomes, measure the extent to which components of the project are responsible for outcomes, and demonstrate the relationship between program context and program processes. Our mixed-method approach combines qualitative and quantitative techniques to triangulate multiple sources of data and

significantly enhance the validity of the evaluation. Combining qualitative and quantitative methods will increase the depth of our information and provide feedback -- enabling us to make critical mid-course corrections and program adjustments in a timely manner. These methods include performance measures clearly related to assessing fidelity and outcomes.

Primary Evaluation Questions			
To what degree and in what manner has/have:	Implementation aligned with the program model?	Key elements & approach have been described?	Participants made & maintained gains in proposed outcomes?
<b>Quantitative Measures</b>			
Fidelity Index	√	√	√
FITNESSGRAM reports	√	√	√
3DPAR Surveys	√	√	√
Pedometer Readings			√
Surveys: Close-ended Questions (YRBS)			√
Evidence-based surveys (pre and post)			√
Activity Logs (Lesson Plans, Menu's, etc.)	√	√	
Attendance Logs: training and professional development			√
Personnel Records: new hires and performance reviews	√	√	√
<b>Qualitative Measures</b>			
Administrative Records	√	√	
On-Site Observations	√	√	
Focus Groups	√	√	
Key Informant Interviews	√	√	
Surveys: Open-ended questions	√	√	

**GPRA Measures:** The following outlines our objectives, baseline data and targets for the GPRA measures established for this program. Data will be collected on a bi-annual basis, as well as at the beginning of the grant period (October 2013) to update our baseline data.

- GPRA 1: Objective:** The percentage of students served by the grant who engage in 60 minutes of daily physical activity will increase by 250% by September 2016, as measured by pedometers for students in grades K-12, as well as the 3-Day Physical Activity Recall surveys for students in grade 5 – 12. **Baseline:** 467 students (20%) surveyed (2012 YRBS) reported 60 minutes of daily physical activity. **Target:** 1,633 students (75%) will engage in 60 minutes of daily physical activity.
- GPRA 2: Objective:** The percentage of students served by the grant who meet the standard of a healthy fitness zone (in at least five of the six fitness areas) will increase by 50% by September 2016, as measured by the assessment for the Presidential Youth Fitness Program (FITNESSGRAM). **Baseline:** 1,236 students (53%) surveyed (2012 Presidential Youth Fitness Program) met the standard of a healthy fitness zone. **Target:** 1,855 students (79.5%) will meet the standard of a healthy fitness zone.

- **GPR3: Objective:** The percentage of students served by the grant who consume fruit two or more times per day and vegetables three or more times per day will increase by 150% by September 2016, as measured by the YRBS. **Baseline:** 583 students (25%) surveyed (2012 YRBS) reported consuming fruit and vegetables two or more times per day. **NOTE:** The YRBS survey will be changed to mirror the exact language of this GPR3 measure. **Target:** 1,458 students (62.5%) will consume fruit two or more times per day and vegetables three or more times per day.

**Project-Specific Measures:** The following chart outlines the project-specific outcomes included in our School Health Improvement Plan. All of the goals are 3-year goals and represent total change over the life of the PEP grant. Outcome data will be collected and analyzed on a bi-annual basis to track progress in meeting our post-grant target. Process data will be collected and analyzed on a monthly basis.

- **Outcome 4:** To increase the number of schools who create and implement integrated, behavior-based, comprehensive plans for promoting physical and nutritional health of students from 0 to 5, by September 2016, as measured by pre and post analysis of CDC's SHI Survey.
- **Outcome 5:** Student's knowledge of nutrition and healthy living as measured by the Healthy Literacy Challenge (exam) will increase by 50%, by September 2016, as measured by pre and post tests.
- **Outcome 6:** To increase the percentage of students who receive 225 minutes of physical education per week by 300%, by September 2016, as measured by monthly classroom activity logs.
- **Outcome 7:** To increase both the number of classroom teachers covering nutrition and health standards and the frequency with which standards are taught by 50%, by September 2016, as measured by monthly classroom activity logs.
- **Outcome 8:** The number of classroom teachers who incorporate physical activity into their lesson plans will increase by 100%, by September 2016, as measured by monthly classroom activity logs.
- **Outcome 9:** The number of schools who receive recognition from the USDA's Healthier US School Challenge will increase from 0 to 5, by September 2016, as measured by certificates from USDA.
- **Outcome 10:** To decrease the percentage of students in grades K-12 who are overweight or at risk for becoming overweight by 15% by September 2016, as measured by Body Mass Index Assessments.

The following provides an overview of related process measures for GPR3 and Project-Specific objectives.

- Employment Records
- Attendance Logs and Sign-in Sheets
- School Health Council Meeting Minutes

- Tracking Reports (website and social media)
- Accounting Records
- Monthly Classroom Activity Logs
- Nutritional Services Log
- Fidelity Index (checklists, observations, interviews, etc.)
- New and Enhanced Policies and Procedures, including the Local Wellness Plan
- Pedometer Logs
- FITNESSGRAM Reports
- 3DPAR Surveys
- Body Mass Index

**Evaluation Instruments Created under the Grant:**

<b>Evaluation Instrument</b>	<b>What Will It Measure/Collect?</b>	<b>Who Will Create It?</b>	<b>When Will it be Completed?</b>
Fidelity Index	Fidelity of all grant programs and processes	Local Evaluator	Within 60 days of start date
Classroom Activity Logs	Lesson Plans, Attendance, Activities	Local Evaluator	Within 30 days of start date
FITNESSGRAM Reports	Progress in meeting the standard of a healthy fitness zone	FITNESSGRAM	Upon contract execution
3DPAR Surveys	Amount and type of physical activity	Local Evaluator	Within 30 days of start date
Pedometer Reports	Amount of physical activity	Local Evaluator	Within 30 days of start date
Food Preparation Checklists	Type of food purchased and prepared	Fitness and Nutrition Project Coordinator	Within 30 days of start date
Informant Interviews	Individual student progress, progress on overall program	Local Evaluator	Within 30 days of start date
Focus Group Protocols	Participant satisfaction, progress and effectiveness of program	Local Evaluator	Within 60 days of start date, update on an annual basis to incorporate current data and progress
Participant Satisfaction Survey (Training)	Effectiveness of training programs	Local Evaluator	Within 30 days of start date
Site Visit Protocols	Program implementation and progress	Local Evaluator	Within 60 days of start date

**Evaluation Methods Provide High-Quality Data and Feedback, and Permit Periodic Assessment of**

**Progress** To quantify implementation, we will use ratings comparing best practices to existing practices based on project documentation, participant records, on-site observations, classroom activity logs, and key administrator interviews as well as surveys and interviews completed by those delivering and receiving services. We will collect data from multiple sources, objectives, behaviorally-anchored criteria to reduce inference, and dichotomous items. Data will be compiled monthly into a quantified Fidelity Implementation Index that will allow us to periodically assess the extent and quality of each component, serve as a guide to implement our project as intended, and allow supervising staff to monitor quality.

**Periodic Assessment of Progress:** Our program objectives include bi-annual benchmarks to enable us to

monitor our progress, reflecting the annual increases anticipated as our project matures and service delivery becomes more refined. We will use short-term (monthly) performance indicators to assess progress towards long-term intended outcomes (3-year grant period), and bi-annual benchmarks to graphically chart actual progress against targeted progress. Evaluation methods such as surveys, interviews, and focus groups will be used to assess short-term change in students' risk factors, protective factors, attitudes, and perceived self-efficacy aspirations logically linked to long-term outcomes.

**When Will Data Be Collected, Analyzed and Distributed** **Process data** will be collected and analyzed **monthly** by the local evaluator. Project staff will provide time and effort documentation to the local evaluator on a monthly basis. Monthly REN-PEP School Health Council meetings and project review meetings will be used to continually identify emerging issues and to brainstorm mitigation strategies. A monthly project newsletter will be produced to highlight recent accomplishments and will use evaluation data via charts, graphs, and social math to illustrate, in a user-friendly format, progress towards project outcomes. **Outcome data**, such as the results from the Youth Risk Behavior Survey, and pre and post surveys from evidence-based curriculum programs, will be collected, analyzed and distributed by the local evaluator **hi-annually**. Annual outcome data will also include the 12-month aggregate of all process data. Qualitative data, such as focus groups, classroom observations, and interviews will be collected and analyzed annually and the results will be incorporated into the annual performance reports.

**Strategies for Replication** Our primary aim for this project is to more effectively serve our students, but in doing so, we believe our project can significantly contribute to the study of combating childhood obesity – particularly for charter schools. This project will provide us with ample opportunity to examine what works among current theory and practice. Our project model brings a wide array of promising practices and proven effective strategies to increase physical activity and health to its students through an equally promising delivery model. All the program's components are based on best practices as they have been defined by competent scientific researchers and authorities in the fields of physical education, health education, nutrition in schools, and obesity prevention.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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PROGRAM SPECIFIC ASSURANCE

**Agency Name: The Renaissance Charter School**

**DUNS #1365698810000**

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.

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**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**

**The Renaissance Charter School**  
**Applicant Organization**

**Executive Director**  
**Title**

**April 11, 2013**  
**Date Submitted**

## Memorandum of Understanding

We are pleased to support the application for the 2013 Carol M. White Physical Education Program Grant competition, for which The Renaissance Charter School will serve as lead agency.

Our REN PEP Consortium seeks to improve the health and fitness of Consortium students by increasing their awareness of exercise and health importance, and stimulating their engagement in regular physical and health fitness activity. Our program will produce a revised PE and Health curriculum program, and increase physical education equipment. It will help all students, including those with disabilities and/or special health needs such as asthma or those who are abnormal weight, engage in a variety of regular and adaptive physical activities appropriate to their needs and interests. It will also complete its CDC-School Health Index self-assessment and broaden the reach of its cooperative school health program. As a participating school, we will develop, revise, and enhance a comprehensive School Health Improvement Plan that addresses New York state's physical education standards and incorporates healthy eating habits and good nutrition into the Health Education curriculum and school culture by undertaking the following activities;

1. Implement an improved PE curriculum that includes fitness education and assessment to help students understand, improve, or maintain their physical well-being;
2. Align PE curriculum to NYSED standards that will include instruction on a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student;
3. Ensure PE instruction includes instruction in cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle;
4. Participate in all professional development opportunities -- including for teachers of physical education and health education to stay abreast of the latest research and trends in their respective fields;
5. Revise school policy to ensure all food and beverages sold at school events meet the criteria of IOM's Standards for Foods in Schools;
6. Identify a Nutritional Team Leader who will be responsible for implementing all activities from the USDA's Team Nutrition program;
7. Identify a School Site Coordinator who will be responsible for monitoring implementation, fidelity, and data collection related to all project goals (including pedometers, FITNESSGRAM, and the 3DPAR) and attend all professional development opportunities and trainings;
8. Administer CDC's Youth Risk Behavior Survey for all students in grades 9 through 12 on an annual basis and administer the NYC Consortium Youth Risk Behavior Survey for all students in grades 5 through 8 on an annual basis;
9. Send all classroom teachers to annual Move to Improve trainings through the NYC DOE;
10. Implement three additional physical activity clubs for students, such as dance, yoga, or running clubs, as well as one nutrition activity club (Cooking Club) and incur costs for activity clubs after year 1 of the grant;
11. Participate in all evaluation activities including all required data collection;
12. Attend all meetings, including the monthly REN PEP School Health Council meetings for this grant project;

- 13. Participate in all marketing and outreach campaigns, including the REN PEP Interactive website and Mobile Application; and
- 14. Introduce and utilize the Healthy Lifestyle Choices curriculum.

School/LEA: John V. Lindsay Wildcat Academy Charter School (South Bronx)

Signature of LEA authorized representative:

(b)(6)

Date: 4-9-13

School/LEA: John V. Lindsay Wildcat Academy Charter School (Battery Place)

Signature of LEA authorized representative:

(b)(6)

Date: 4/7/13

School/LEA: Our World Neighborhood Charter School

Signature of LEA authorized representative:

(b)(6)

Date: 4/9/13

School/LEA: The Renaissance Charter High School for Innovation

Signature of LEA authorized representative:

(b)(6)

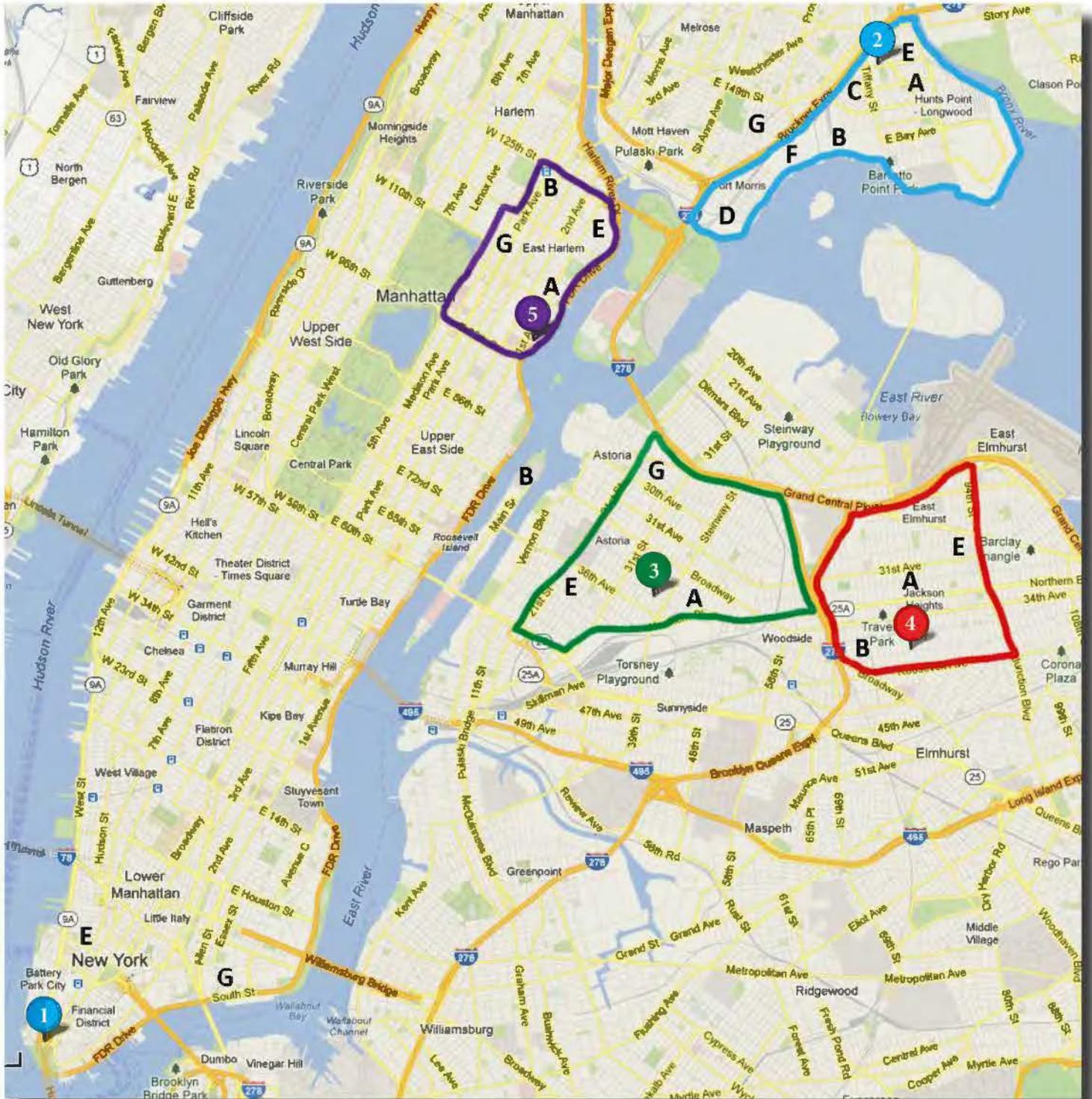
Date: 4/9/13

LEAD LEA: The Renaissance Charter School

Signature of authorized representative:

(b)(6)

Date: 4/9/13



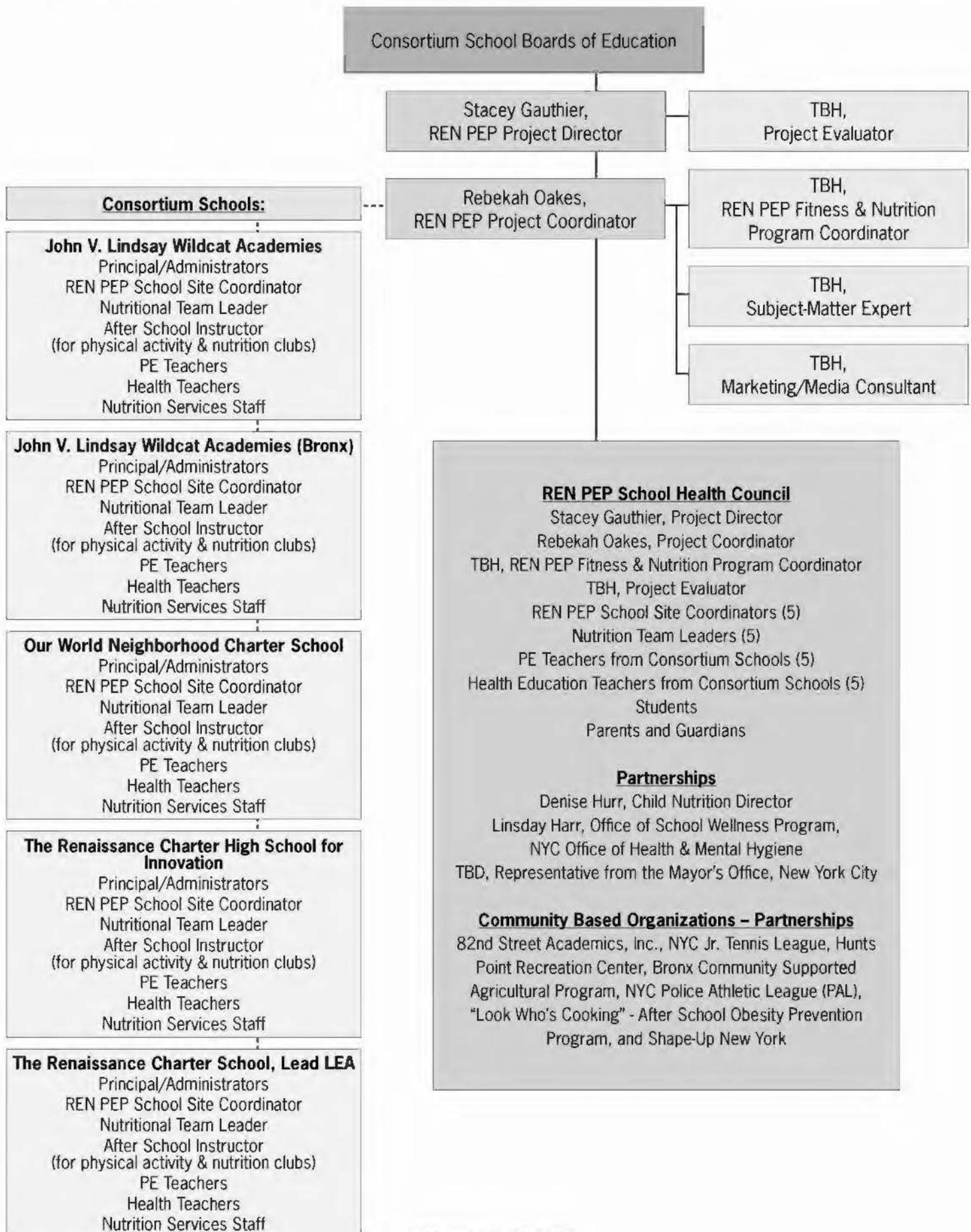
- REN PEP Consortium**  
**List of Participating Schools and Enrollment Zone**
- 1. John V. Lindsay Wildcat Academy Charter School (Battery Place)
  - 2. John V. Lindsay Wildcat Academy Charter School (South Bronx)
  - 3. Our World Neighborhood Charter School (Queens)
  - 4. The Renaissance Charter School (Queens)
  - 5. The Renaissance Charter High School for Innovation (East Harlem)

- Current Partnerships with Community-Based Organizations**
- A. 82nd Street Academics
  - B. New York Junior Tennis & Learning
  - C. Hunt's Point Recreational Center
  - D. Bronx Community Supported Agricultural Program
  - E. Police Athletic League
  - F. "Look Who's Cooking?"
  - G. Shape-Up

## **Position Descriptions**

The following position descriptions detail the responsibilities of the key personnel and the REN PEP School Health Team (PEP TEAM). Key personnel for this grant project include current charter school consortium employees as well as employees who will be hired to support this grant initiative. All PEP staff hired to support this initiative will supplement existing services and programs. No grant funds will be used to pay for any services or functions that would be covered as an ordinary function or service. All individuals listed will be held to the same standard of responsibility and participation in ensuring that the project objectives meet their outcomes. Each member of the PEP TEAM will keep accurate records of services provided, answering both to committees and personnel within the consortium. These records will indicate services provided under the grant, the population served, number of training sessions provided, and attendance. These individuals will participate fully in every aspect of the evaluation process. All will attend all required monthly meetings and relay all pertinent information to the REN PEP Local Evaluator. The following organization chart offers a visual reference of our PEP TEAM. A description of each position indicates duties specific to each individual. The descriptions will be followed by the resumes of REN PEP key personnel.

# REN PEP Grant: Coordinated School Health Program



**Key Personnel - Existing Positions**

**Stacey Gauthier, Principal, The Renaissance Charter School, REN PEP Project Director**

Ms. Gauthier is responsible for the overall management of The Renaissance Charter School (TRCS) and carries out the mandates as prescribed by the TRCS School Board, State of New York, and the federal government. As the Project Director, Ms. Gauthier will serve as the liaison between the schools and the Boards of Education of all participating schools to facilitate updates on all project activities, reports, and data of the Carol M. White Physical Education Program grant (PEP). She will attend all REN PEP School Health Team (PEP TEAM) meetings and continue to foster connections with parents and the community-at-large. Ms. Gauthier will provide oversight to the PEP grant program. She will be responsible for the financial integrity of the grant, as well as ensure all objectives and activities are met and compliant with federal guidelines. She will approve all new hires and contracts. She will supervise Ms. Oakes, REN PEP Project Coordinator, and the Local Evaluator. The PEP grant compliments TRCS's overarching mission to develop and nurture all of our students and staff through continuously creating conditions that promote rigor, relevance and relationships throughout our organization. Ms. Gauthier will dedicate (b) % of her time to the PEP grant as part of the non-federal match. Her time commitment is appropriate and based on previous endeavors related to federal grant programs that include serving as the lead LEA for a consortium of New York City charter schools. During the 3-year PEP grant period, ( ) % of her current responsibilities will be transferred to Janet Jefferson, TRCS Executive Director.

**Rebekah Oakes, Development Director, The Renaissance Charter School, REN PEP Project Coordinator**

As REN PEP Project Coordinator, Ms. Oakes will maintain records on the project's operations and on the extent to which the program objectives are being met, including specific performance measures in the evaluation plan. Ms. Oakes will make on-going project information, findings, and analysis available to the REN PEP School Health Team and disseminate to all stake-holders. Ms. Oakes will work closely with the Project Evaluator to collect key program information helpful in assessing the extent to which the project activities and services are meeting their goals and objectives. Ms. Oakes will 1) ensure that the project is compliant with all federal, state, and school policies; 2) plan and organize all professional development; 3) procure and implement all equipment and supplies; 4) coordinate project activities with existing programs; 5) develop a project sustainability plan with staff; and 6) facilitate monthly meetings. Ms. Oakes will supervise all REN PEP program staff, consultants and contracted services. Ms. Oakes will dedicate a minimum of 40% of her time to the PEP grant. Her time commitment is appropriate and based on previous endeavors related to federal grant programs that include serving as the lead LEA for a consortium of New York City charter schools. During the 3-year PEP grant period, 40% of her current responsibilities will be transferred to The New York City Charter School Center, an organization that provides development services for charter schools in New York City.

### **Individual School Sites**

#### **REN PEP School Site Coordinators**

One REN PEP School Site Coordinator (SSC) will be identified from each participating school site. He/she will serve as the lead Health and Physical Education Teacher and serve as the Trainer-of-Trainers for his/her school site. The SSCs will attend all professional development opportunities, become proficient with all testing and monitoring software (FITNESSGRAM), and serve not only as 'champions' of the PEP program in their buildings, but also as valuable resources to students, staff, and family members. Each SSC will be responsible for data collection on all student fitness and health screenings and integrate this data into the existing Student Information System, as well as make this information available to the local evaluator. The SSC will ensure that their school site is participating in all National programs that support our REN PEP Initiative (Presidential Youth Fitness Program, National/State Coordinated School Health Program). The SSC will work closely with CBOs that serve their families and ensure students are connected with local resources that match students' interest. The SSC will ensure students receive recognition from the Presidential Youth Fitness Program. The SSC will also oversee all communication on the school's Coordinated Health Program to parents and guardians. The SSCs are existing employees and will receive hourly compensation for each hour of work over and above their existing contracted hours. We anticipate an additional five hours per week will be incurred by each SSC over a period of 40 weeks for a total of 200 hours per SSC per year.

#### **Nutrition Team Leaders**

One Nutritional Team Leader (NTL) will be identified from each participating school site. He/she will be responsible for implementing all Team Nutrition activities from the USDA's Team Nutrition program. Activities will include participating in professional development programs and ensuring all nutrition service staff members receive all relevant training. The NTLs will be responsible for registering their school as a Team Nutrition school and implementing an integrated, behavior based, comprehensive plan for promoting the nutritional health of students, as well as completing annual application forms for formal Recognition (Bronze, Silver, Gold and Gold of Distinction) from USDA's Healthier US School Challenge to measure success and progress of implementation. The NTLs will be responsible for: the Healthy Food Preparation Checklist; integrating student feedback into school menus; and will be involved with the Healthy Recipe Contest, Nutrition classes, and the After-School Cooking Club. NTL will work closely with the Fitness and Nutrition Program Coordinator and all REN PEP project staff. He/she will report directly to his/her school principal. The NTLs are existing employees and will receive hourly compensation for each hour of work over and above their existing contracted hours. We anticipate an additional 3 hours per week will be incurred by each NTL over a period of 40 weeks for a total of 120 hours per NTL per year.

**Key Personnel - New Positions**

**REN PEP Fitness and Nutrition Program Coordinator (FNPC), TRCS, to be hired**

The REN PEP Fitness and Nutrition Program Coordinator will have extensive experience in creating physical and health-nutrition education programs for youth, with an emphasis in working with minority students living in poverty who are at-risk for inactivity and health concerns (diabetes, asthma). The Coordinator will also have experience with the Center for Disease Control's tools, resources, and surveys – including the School Health Index, PECAT, and HECAT. The Coordinator will also have experience working with and implementing evidence-based programs, such as SPARK. The FNPC will have extensive experience with national and state initiatives to increase physical activity and decrease child obesity (USDA's Team Nutrition, Presidential Youth Fitness Program, FITNESSGRAM software and reporting tools, assessment tools such as the 3DPAR, CDC's Coordinated School Health Program, New York State's Coordinated School Health Program, NYC Department of Education Wellness Policies). He/she will support each of the five participating schools in implementing the curriculum, equipment and supplies purchased under the PEP grant. He/she will work closely with the nutrition service staff and Nutrition Team Leaders at each school and the food service consultant to implement nutritional improvements in the food service program. He/she will also provide training and support to each school site in the implementation and monitoring of students' Personal Fitness Plans based on fitness screenings and other health/wellness-related information. He/she will work closely with the schools to ensure parents and guardians receive training on topics related to physical exercise and healthy nutrition and living, how to read and understand their child(ren)'s fitness reports, as well as how they can support them in reaching their goals and expanding these goals to the entire family. The Coordinator will work closely with Ms. Gauthier and Ms. Oakes in working with community partners and organizations, and connecting schools, students, and families to these resources. The REN PEP Fitness Program Coordinator is a part time position with an annual salary of \$28,000.

**Local Evaluator, Contracted, to be hired**

The local evaluator will be responsible for collecting and analyzing all data necessary to track progress on the grant to ensure all goals, objectives, and outcomes are met. The local evaluator will be responsible for the development and maintenance of the PEP grant project Logic Model, Evaluation Plan, and Sustainability Plan, and will prepare monthly updates to the Project Director and monthly presentations to the REN PEP School Health Team. The Local Evaluator will conduct a comprehensive evaluation that will include process, outcomes, and fidelity measures. Data collection will include both qualitative and quantitative data. The local evaluator will review all enhanced Wellness policies and plans to ensure compliance with the New York State Department of Education, as well as best practices outlined in the School Health Index, HECAT, and PECAT. The local evaluator will work closely with the Project Director to prepare and submit the required reports for the U.S. Department of Education. They will collaborate with TRCS's technology department to extract relevant data from their student information system. They will be proficient with SPSS (Statistical Package for the Social Scientists) and use the software as a data management and statistical analysis tool in order to properly analyze all data necessary for the GPRA measures and project-specific objectives. The Local Evaluator will serve on the REN PEP School Health Team, work closely with key project staff and community partners, and report directly to the Project Director. The local evaluator will be identified through a formal procurement process.

**Subject-Matter Expert, Contracted, to be hired**

An expert in the area of Coordinated School Health Programs, with particular experience in enhancing policies, procedures, and plans, will be hired to map existing policies, wellness plans, and crisis response plans to state and federal standards and customize these documents to the needs, assets and resources of each participating school. This position is vital to the success of the overall grant implementation due to the extensive amount of information related to existing standards, research and programs. Our grant program does not propose to reinvent the wheel, but to coordinate all the "spokes" we can access from existing research, community efforts, and policy experts. The consultant will have significant experience and proficiency the NYSED PE and Health standards. The Subject-Matter Expert will be responsible for creating and delivering all enhanced documents; working closely with each participating school to ensure they understand all aspects and contents of said documents and are comfortable in assuming responsibility for maintaining and disseminating information; and training school personnel on all work products. This position requires an estimated 100 annual hours of work performed at \$100 per hour.

**Marketing Consultant, Contracted, to be hired**

The marketing consultant will create a REN PEP website that includes all aspects of the grant and Coordinated School Health Program in an interactive, engaging and easy to read and understand format. They will also create a mobile application that allows staff members, students and parents to access resources and information, post successes and awards, daily fitness activities, and nutrition tips, as well as connect all users to Community-Based Organizations. Key components of the mobile application will include: general information, upcoming events, upcoming promotions/contests, videos and photos. The mobile application will allow users to create personal profiles and calendars, check-in (so students can let their friends know they are doing a fun physical activity or making a yummy nutritious meal!), and it will also allow users to connect with other users. The marketing consultant will provide all training on navigating the website and mobile application. The marketing consultant will be identified through a formal procurement process. Sample pages that illustrate the items and functionality of these work products, as envisioned by the current School Health Team are attached at the end of this document.

**REN PEP School Health Team (PEP TEAM):** will consist of representatives at a policy-making level from all community partners (local government, food service, department of health), as well as representatives from participating school sites, PE and Health teachers, students and parents. Representatives from existing community partners (see list at the end of this document) and additional community partners/organizations that are recruited throughout the grant period will fill out the School Health Team. The Team will be responsible for establishing mechanisms to assure stakeholder accountability for commitments related to the School Health Improvement Plan, and monitoring enhancement and progress with each School Health Index. The committee will meet on a monthly basis throughout the grant period. See the roles and responsibilities of community partners (Child Nutrition Director, Mayor's Office for the City of New York, Department of Health and Mental Hygiene, and Community-based Organization) in the Partner Agreements included in the Appendix of the PEP application.

## **Position Description**

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

#### **Position**

Project Director (.30 FTE)

#### **Name**

Stacey Gauthier

#### **Nature of Position**

Supervises and directs the on-going activities of the project, administers its budget, holds appropriate meetings, and plans for coordination between the project staff and consortium school personnel. She will report all findings, including success and progress to the School Boards and Consortium School Leaders. The Project Director is responsible to ensure the grant program complies with all legal and fiscal responsibilities.

#### **Accountability**

The Project Director is directly responsible to the board of directors.

#### **Duties and Responsibilities**

1. Ascertain that the goals and requirements of the grant are met.
2. Establish and coordinate project functions; recommend, implement, and maintain project policies, procedures, schedules, and budgets; coordinate and supervise all grant-paid staff.
3. Select and evaluate project staff in conjunction with appropriate Consortium administrators.
4. Supervise REN PEP Project Coordinator.
5. Lead the REN PEP School Health Team.
6. Oversee the continued development of the Consortium's School Health Program in close cooperation with the Subject-Matter Expert.
7. Supervise the implementation of the REN PEP School Health Improvement Plan in response to the School Health Index self-assessment and ensure alignment with the Local Wellness Policy.
8. Liaise with community partners (local government, health department, food services) and community based organization partners (NYC Junior Tennis League, 81<sup>st</sup> Street Academics, etc.).
9. Cooperate in establishing effective procedures for evaluating the project and planning for administration of appropriate measurement instruments.
10. Oversee marketing and dissemination strategies such as a brochure, newsletters, news releases, conference presentations, and submissions to journals and databases.
11. Work closely with the local evaluator to implement an evaluation plan that uses multiple measures to collect, analyze, and report qualitative and quantitative data on outcomes and effectiveness of project strategies.
12. Attend monthly REN PEP School Health Team meetings, as well as regular meetings with key consortium administrators, and program staff.
13. Prepare, coordinate, and disseminate all required project fiscal and evaluation reports.

#### **Qualifications**

Master's degree in Educational Leadership or a related field; appropriate valid New York certification or license; experience in program management, budget oversight, data-driven decision making and culture informed practices.

Ability to relate effectively to students, parents, administrators, teachers, education assistants.

Familiarity with the communities to be served.

English and Spanish Fluency.

## **Position Description**

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

#### **Position**

REN PEP Project Coordinator (.4 FTE)

#### **Name**

Rebekah Oates

#### **Nature of Position**

Manages all day-to-day PEP grant activities, staff, and consultants. Supervises and directs the on-going activities of the project, coordinates with building principals, assists with data collection, responsible for all vendor relations and grant related procurement, holds appropriate meetings, and plans for coordination between the project staff and Consortium personnel.

#### **Accountability**

The Project Coordinator is directly responsible to the Project Director and will work closely with building principals.

#### **Duties and Responsibilities**

1. Establish and coordinate project functions; recommend, implement, and maintain project policies, procedures, schedules, and budgets; coordinate and supervise all grant-paid staff.
2. Select and evaluate project staff in conjunction with appropriate Consortium school administrators.
3. Work closely with REN PEP grant coordinators and program advisors to support implementation of programs.
4. Coordinate all professional development initiatives.
5. Responsible for purchase and implementation of all equipment and supplies purchased for the REN PEP program.
6. Lead PE and Health teachers and others in the enhancement of all PEP grant related curriculum.
7. Coordinate with the Project Evaluator to design and implement the addition of fitness evaluation information into school health program.
8. Meet on a regular basis with key school district administrators, program-paid staff, and district-paid classified teachers and specialist personnel.
9. Lead and coordinate project staff meetings and project planning, monitoring, internal and external evaluation, parent-community involvement, and staff training activities.
10. Coordinate the implementation of the REN PEP School Health Improvement Plan in response to the School Health Index self-assessment and maintain alignment with the Local Wellness Plan.
11. Support fitness level testing for each student participant.
12. Support the supervision of student participants as they prepare Personal Fitness Plans, based on fitness screening and other health/wellness-related information.
13. Support the guidance of students during their completion of fitness activities, which will include adventure, and fitness exercises related to Personal Fitness Plan.
14. Chair all meetings and meet all criteria pertaining to the project. Lead and coordinate project staff meetings and project planning, monitoring, internal and external evaluation, and staff training activities.
15. Interact with and support REN PEP Project Evaluator.

**Qualifications**

Bachelor's degree.

Experience in program and grant management.

Ability to relate effectively to students, parents, administrators, teachers, and education assistants.

Familiarity with the communities to be served.

Experience with the CDC's School Health Index, PECAT, HECAT and School Health Program.

**Project Description**

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

<b><u>Position</u></b>	<b><u>Name</u></b>
REN PEP Fitness and Nutrition Program Coordinator (0.5 FTE)	TBH

**Nature of Position**

Provides expertise in the area of health and wellness curriculum design and implementation. Oversees the use of HECAT and PECAT assessments to guide curricular changes. Supports and supervises School Site Coordinators in the implementation of all grant programs and equipment, providing training and maintaining continuity across school sites. Monitors the progress of students' Personal Fitness Plans.

**Accountability**

This position is directly responsible to the REN PEP Project Coordinator.

**Duties and Responsibilities**

1. Participate in the development and expansion of all REN PEP program designs and schedules (equipment procurement/installation).
2. Supervise fitness level testing for each student participant.
3. Supervise the guidance of student participants in the preparation of personal Fitness Plans, based on fitness screening and other health/wellness-related information.
4. Interact with the REN PEP Project Coordinator for activity scheduling.
5. Supervise the guidance of students during their participation in fitness activities, which will include adventure, and fitness exercises related to Personal Fitness Plans.
6. Attend all meetings and meet all criteria pertaining to the project.
7. Support each REN PEP School Site Coordinator in implementation of and fidelity of all project programs and activities.
8. Support all evaluation and data collection activities.
9. Train relevant staff in the use of FITNESSGRAM, 3DPAR and other assessment tools.
10. Perform any related tasks designated by the Project Coordinator.

**Qualifications**

Bachelor's degree in Physical/Health Education.

Knowledge of and experience with evidence based PE curriculum and national best practices, as well as New York State Education Standards, and CDC's PECAT, HECAT and SHI surveys.

Experience in physical and health fitness management programming.

Experience with the REN PEP's CDC-School Health Index self-assessment and the School Health Program.

Reputable background in working with youth.

Completion of adventure experience programming or willingness to acquire adventure-experiential education training in the near future.

Familiarity with the communities to be served.

**Project Description**

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

<b><u>Position</u></b>	<b><u>Name</u></b>
Local Evaluator (contract)	TBH

**Nature of Position**

Conducts external formative and summative evaluation of the project consistent with its program design, evaluation plan, and applicable Federal regulations; submits required, timely, and complete evaluation reports.

**Accountability**

The Evaluator will be directly responsible to the REN PEP Project Director.

**Duties and Responsibilities**

1. Design an evaluation proven compatible with CFDA 84.215F and pertinent Education Department General Administrative Regulation (EDGAR) requirements, and with the principles of Continuous Improvement Management (CIM).
2. Report evaluation of program context, program implementation, and program outcomes in a manner consistent with the grant proposal and program requirements.
3. Submit all evaluation reports to the Project Director in a timely manner (before deadlines) as required in consultation with the Project Director and project and school staff.
4. Assist the project in data collection; conduct onsite observations; review data collection, analysis and recording processes; and recommend modifications.
5. Oversee the collection of data from the FITNESSGRAM, pedometers, 3DPAR and compliance with the standards, criteria from CDC's School Health Index, PECAT, and HECAT.
6. Ensure all school Wellness Plans and policies are aligned with state and national guidelines and meet the specific needs of each participating school sites.
7. Create fidelity checklists for all programs and monitor compliance with site visits and audits of plans and procedures.
8. Review and adjust the timeline for implementing evaluation activities in consultation with the Project Director; provide a schedule for conducting data gathering, analysis, and reporting; and conduct these processes.
9. Meet regularly with the Project Director to monitor progress of project implementation (process evaluation) and attend all Project Team meetings. .
10. Make monthly presentations to the Project Team, create an annual non-technical report, and create quarterly evaluation briefings. The non-technical report and quarterly briefings will be created in a jargon-free, user-friendly format to inform the schools, students, families, and community about the progress and successes of the grant project.
11. Provide ongoing technical advice about evaluation processes and adjustments, as needed.
12. Create and maintain the logic model, evaluation plan, and sustainability plan.
13. Communicate regularly with project staff and the community partners.
14. Assist in reviewing staff development needs at the onset of each year.
15. Design project questionnaires, checklists, surveys, and all other project-developed instruments in consultation with the Project Director.
16. Present evaluation results and findings on a regular or as-needed basis to a variety of audiences.

**Qualifications**

Knowledge of and experiences in assessing Federal projects; experience in managing and conducting the evaluation process, and familiarity with applicable Federal regulations governing the project.

Knowledge of and experience in the K-12 educational setting, specifically as it relates to removing barriers to learning and creating a safe and healthy school climate.

Knowledge or an experience in Coordinated School Health Programs, that include the Nutrition Initiative, and Presidential Fitness Program.

Ability to develop and submit timely evaluation reports in both print and electronic formats.

Familiarity with the communities to be served.

Experience in charter school operations.

**REN PEP School Health Team – Community-Based Organization (Current Partners)**

The community partners listed below represent existing partnerships with the participating school sites. All community partners, existing and new, will serve on the REN PEP School Health Team with the goal of ensuring every student has access to the vast amount of services and programs that exist in our community. The following provides a brief overview of the existing community partners.

82<sup>nd</sup> Street Academics, Inc.

82<sup>nd</sup> Street Academics operates four After School programs in the Jackson Heights (Queens) area, as well as an extensive summer school program. Participation is free to children. Students in the After School program are separated by grades. They work with trained instructors to complete their daily homework. After homework time, students have a hot supper in a family-style setting. Next, a daily reading and writing workshop encourages literacy skills. By 5:00 PM, most students are ready to participate in enrichment activities including Music, Drama, Arts & Crafts, and Physical Recreation.

82<sup>nd</sup> Street Academics offers educational programs during the summer months so that students can enter school in the fall with confidence and new skills. They provide full-day and half-day options in the summer for students from Pre-School through 8th Grade.

Students enrolled in The Renaissance Charter School participate in this program and TRCS is currently working with 82<sup>nd</sup> Street Academics, Inc. to expand their physical education program to utilize their gym in order to offer additional physical education activities and reduce class sizes.

New York City Junior Tennis League

New York City Junior Tennis League (NYJTL) is the largest tennis and education-themed community organization in the United States and offers comprehensive school and community based programs throughout New York City's five boroughs reaching more than 75,000 youth from ages 6-18.

For 40 years, New York City Junior Tennis League has pursued this mission by bringing the joys of tennis and education to underserved children. Their goal is to change the lives of inner-city children through the sport of tennis, providing them with the necessary tools to excel on and off the tennis court.

NYJTL's free programs include: Aces Clubs After-School Program, Advanced Training Program, Arthur Ashe Educational Guidance Program, Community Tennis Program and the Schoolyard Tennis Program.

In addition, NYJTL stages the Mayor's Cup All-Scholastic Tennis Tournament held at the USTA Billie Jean King National Tennis Center, the Emblem Health Bronx Open which includes the

Emblem Health National Junior Doubles held at Crotona Park, and the QuickStart Tennis Championships held at Crotona Park, The Bronx.

#### Hunts Point Recreation Center

Hunts Point Recreation Center is an in-door track, fitness center, martial arts, boy scouts program, and athletic field.

#### Bronx Community Supported Agricultural Program

The Bronx Community Supported Agriculture Program (CSA) allows members to purchase a “share” of vegetables directly from a local New York farmer and receive weekly deliveries of seasonal vegetables (June – November). Locally grown fruit, organic milk, yogurt, cheese, chicken, eggs and honey are also available. The CSA takes at least one trip to the farm in upstate New York each year, and arranges cooking classes for members and their kids. The CSA accepts EBT/Food Stamps.

#### New York City Police Athletic League

The New York City Police Athletic League provides a safe haven for kids to express themselves through physical activity and artistic creativity. PAL facilities offer programs in recreation, weight training, team sports, dance, arts & crafts, summer camp and more. PAL has recreation facilities within the communities of each of the participating PEP school site. PAL locations serve students ages 6 through 20, with programs broken out for age ranges: 6-13 and 14-20.

#### “Look Who’s Cooking” – After School Obesity Prevention Program

Look Who’s Cooking is a 12-week program where students learn how to cook healthful meals from around the world provided and funded by Family Cook Productions. There are five location in the Bronx, New York for children in grades K-8. Parents can also participate in the family cooking nights.

#### Shape-Up New York

Shape-Up New York is a free family fitness program offered at park sites, community centers, and housing sites around New York City. Fitness classes are open to adults and children. Classes include activities such as step aerobics, fitness walking, light weights, stretching and toning exercises. Shape-Up New York has five locations within Harlem, The Bronx, and Queens.

**Stacey Anania Gauthier**

(b)(6)

Office: 718-803-0060 extension 115

(b)(6)

sgauthier@renaissancecharter.org

**PROFESSIONAL EXPERIENCE:**

- 7/07-Present      The Renaissance Charter School, Jackson Heights, NY**  
*Principal (1/11-Present) Co-Principal, (7/07-12/10),*  
School Leader of this 550 student, K-12 School which operates on an \$8.5 million budget. Responsibilities include: Instructional Leadership; Teacher and Staff Mentorship; Operations Oversight; Liaison with Board of Trustees, New York City Department of Education and New York State Education Department; Political Advocacy for Charter Schools and Education. Additionally, I have been actively involved in Funds and Partnership Development including leading the school in its participation in several major grant initiatives including The Teacher Incentive Fund Grant, Readiness and Emergency Grant for Schools (Served as Project Director for two grants), The National Geographic Model Geography Program and Urban Initiatives Grants. I have served as a mentor for four years for emerging school leaders through the NYC Charter Center's Emerging Leaders' Fellowship Program. I have given presentations on instructional leadership, educational pedagogy, charter school advocacy and geographic education and served on panels at various conferences including the National Charter School Conference, the NY Charter School Association Conference, the NYC Charter Center workshop series, the Center for Educational Innovation-Public Education Associates and at the UFT Charter School conference.
- 7/00 – 6/07      The Renaissance Charter School, Jackson Heights, NY**  
*Co-Director for Operations*  
Served as a member of the School Management Team and functioned as the Principal's designee. Jointly managed, with the Co-Director for Teaching and Learning, all day-to-day operations of the school pertaining to teaching and learning, instructional support, student support, parent engagement and operations. Provided professional support to staff including the mentoring and training of new school leaders. Wrote and oversaw grants as needed. Acted as an agent of intercommunication between school and parents.  
Responsible for the direct supervision of all school non-pedagogical staff including the Directors of Development, Human Resources, Technology and Finance; Custodian; School Safety Agent; Registrar; Pupil Accounting Supervisor; Admissions, Transportation, Sports and Health Coordinators; Cafeteria Supervisor; Kitchen Staff; School Nurse and School Aides. Supervised the College Bound Program, Athletic Department and Middle School and High School Teacher Coordinators for Operations and Technology. Managed \$6.3 million budget which included budget development

and implementation as well as the requisition and care of school materials including technology. Oversaw all legal, union and personnel matters for core staff of 70. Oversaw the maintenance and management of the school building. Supervised student attendance, records and transportation. Oversaw mandated city, state and federal reporting, inspections and audits. Supervised the provision of the school-wide student support program. Oversaw the restructuring of instructional support. Assumed year-round responsibilities including the management of the school's summer academic program and after-school programs.

**TEACHING EXPERIENCE:**

**The Renaissance Charter School**

*10<sup>th</sup> Grade Global Lab* – An innovative lab component designed by myself and Renaissance faculty to complement the traditional study of Global History and Geography. Global Lab utilizes art, music, drama, literacy, archaeology, geography and technology to engage students and improve their understanding of world studies.

*Senior Anthropology* - Lead teacher in collaborative team-teaching, inclusion, block-scheduled, eighty-minute survey course in anthropology for high school seniors. Designed curriculum, provided differentiated assignments and assessments for students, scheduled trips, and incorporated writing process to prepare students for college level work.

*Team-taught high school health education class.*

*High School Advisor - 9th grade at-risk young women*

**College of St. Rose / CITE**

Adjunct Faculty – Charter and Small Schools Education Administration Program:  
Finance and Operations in Charter and Small Schools

**EDUCATION:**

**University of Massachusetts at Lowell**

Masters of Education Administration  
October, 2006

**City University of New York, Hunter College**

Candidate - Masters of Arts, Anthropology (ABT)

**New York University, School of Business and Public Administration**

Bachelor of Science, Marketing (with honors in Marketing)  
February, 1983

*Recipient of Theodore Raccoosin Academic Scholarship*

**Long Island University, C.W. Post College**

September, 1978 – December 1979 (*Honors Program*)

**Harvard University – Graduate School of Education, Professional Development**

Charter Schools Institute, Summer 2007 and Summer 2008  
Change Leadership Institute, Spring 2011  
Think Tank on Global Education, Spring 2011  
Inner Strengths of Successful Leaders, Fall 2011

**New York Bar Association**

Public Education and the Law  
Yearly Seminar attended 2004-2009, 2013

**PROFESSIONAL AFFILIATIONS:**

**The Renaissance Charter School**

Member, Board of Trustees,  
Former Secretary of the Board,  
Served as a Member of Finance / Audit, Legal, Facilities, Development and Outreach  
Committees, Board of Trustees  
Founding Member of The Renaissance Charter School, Co-Author of Charter and  
Renewal Applications

**The Renaissance Charter High School for Innovation**

Founding Board Member and Vice Chair (2009-2012)  
Chair of the Educational Support and Principal Review Committee

**Central Queens Academy Charter School**

Member of Advisory Board, 2011-present  
Member of School Leader Search Committee - 2011-2012

**MESA Charter School**

Member of Advisory Board 2012-present

**Center for Education Innovation – Public Education Associates**

Co-Chair of Funding Equity Committee  
Member of Executive Board – Charter School Coalition

**The New York City Center for Charter Schools**

Co-Chair of Advocacy and Equity Committee  
Consultant for Charter School Operations' Guidebook  
Founding Member of Charter Leader Summits  
Mentor – Emerging Leaders Fellows Program  
Presenter – Charter School Advocacy  
Presenter - Charter School Mission and Vision  
Member - Data Transparency Committee  
Steering Committee Member - Charter School Advocacy

**New York Charter Schools Association**

Member, C3 Advocacy Committee

**Council of Supervisors and Administrators**

Former Chapter Chairperson and Chief Contract Negotiator for The Renaissance Charter School

**The Renaissance School**

Former Co-President, Former Early Childhood Representative, Former Founding Community Member on Collaborative School Governance Committee, The Friends of The Renaissance School

**Presidents' Council of Community School District 30**

Former Member and Recording Secretary

**Families Concerned About Education in Jackson Heights**

Founding Former Executive Board Member

**Advocates for Community Education**

Founding Former Executive Board Member

**St. Mark's Community Playgroup**

Founder and Former Co-Director

**Hunter College Anthropology Association**

Former Executive Board Member

Organized lectures and seminars on relevant topics in Anthropology. Teaching Assistant in Anthropological Statistics Laboratory. Designed and co-taught a special seminar with three other graduate students on the Rise of Civilization.

**New York University Marketing Research Club**

Former Member

Research Projects included: Directing studies for a new acetaminophen product and working on responsibly explaining toxic shock syndrome to consumers of feminine products.

**CERTIFICATIONS:**

New York State School Building Supervisor– Permanent

New York State School District Supervisor – Permanent

New York State Business Manager - Permanent

**AWARDS and FELLOWSHIPS:**

Cahn Fellow - Cohort 2012

Hunter College 2008 Geography Educator of the Year

New York State Assembly Certificate of Merit

Senator George Onorato Certificate of Merit for Outstanding Community Service

Federation of Parents' Clubs – District 1 – Queens Certificate of Merit for inspiring leadership

**Rebekah Oakes**  
**Director of Development**  
**Partnership Coordinator**

(b)(6)

718-803-0060, ext. 116

(b)(6)

(b)(6)

Rebekah Oakes is the Director of Development at The Renaissance Charter School. She has also been the Arts Coordinator since 1998 when she administered the school's Annenberg grant, responsible for coordinating 5 separate partnerships and fulfilling reporting requirements. As Arts Coordinator she continues to coordinate numerous arts partners throughout the K-12 classrooms. As Director of Development she performs executive functions in community collaboration, fundraising, capacity building and partnership development. She is responsible for all the partnerships in the school, and has been instrumental in organizing community support for various curriculum initiatives such as geography, science, literacy, culinary arts and after-school programming. Ms. Oakes has proven skills in administration and management, particularly of multi-faceted projects. Her most valuable skill is one that is difficult to quantify, but highly valuable when bringing creative projects and personalities together to meet task centered goals, on time and within budget.

**GRANT EXPERIENCE:** Served as Project Coordinator on several state and federal grant projects, including: US Department of Education's Readiness and Emergency Management for Schools grant (two separate charter school consortium grants); Race-to-the-Top, Teacher Incentive Fund; and the NYSED Dissemination grants (2).

**SKILLS AND BACKGROUND:**

- Works directly with teachers, administrators, students and community supporters. She has proven skills networking and interfacing in a culturally informed manner and brings divergent opinions together in a collaborative manner
- Experience in program management and grant management
- Experience with data collection
- Skilled recruiter
- Experience designing training and development activities
- Knowledge of state educational standards, including health and physical education, and familiar with Department of Education's programs and initiatives

**WORK HISTORY:**

The Renaissance Charter School	DIRECTOR OF DEVELOPMENT	9/2005-present
CSA Education Administrator	School Management Team	2006-present
The Renaissance School	ARTS ADMINISTRATOR	9/1997-present
The Renaissance Charter School	PERSONNEL DIRECTOR	9/2000-2007
Various legal firms in NYC	Secretarial & Administrative (freelance)	1982-1990
Managing Director	The Company Theatre, NYC	1989-1990
Founding Member, Actor	The Trinity Players of Queens	1994-2002

**EDUCATION BACKGROUND:**

University of Washington, WA	BA, Drama	1977
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**PROFESSIONAL DEVELOPMENT and TRAINING:**

American Conservatory Theatre Professional Actor Training Program, CA	1978-1979
Professional Actor Training, Caymichael Patten Studio, NYC	1984-1990
Various Project Arts Professional Development workshops	1998-2000
City of Neighborhoods PD series of workshops and curriculum development	1999-2000
Center for Arts Education PD workshops on assessment & various subjects	1999-2001
Metropolitan Opera Guild Research & Development Project	2005-2009
Metropolitan Opera Guild Urban Voices	2007-2008
Lincoln Center Nutcracker Project	2007-2008
Queens Council on the Arts series of panel discussions, lectures	2004-2005
Foundation Center workshops on fundraising, development and Arts Ed funding	2005-2006
Center for Charter School Excellence Fundraising Consortium	2006-2008
NYSCA Empire State Partnership; various workshops and conferences	2005-2009
The After School Corporation, AXIS Science, Masters of Literacy	2007-2009

**PARTNERSHIPS ADMINISTRATION:**

Cooper-Hewitt National Design Museum	Metropolitan Opera Guild
Learning-By-Design, Inc.	MOG Urban Voices
Camp Broadway	The Isamu Noguchi Museum
The Folk Music Society	Carnegie Hall: Perelman American Roots
Theater of the Oppressed	Lincoln Center Institute
TADA Theater for Youth	Friends of Travers Park
Young Playwrights, Inc.	Brooklyn Center for the Urban Environment
PENCIL	The Children’s Museum of the Arts
Queens College Gear Up	Queens Theater in the Park
Creative Arts Team	Queens College Jazz Program
Latin American Cultural Center of Queens	The After School Corporation
Arts For All	B.R. Guest Restaurants Group

We've included sample images of the REN PEP Interactive website and mobile application that will be created by the Marketing/Media Consultant under our PEP grant. These images are for illustration purposes only. We envision this as the centerpiece of marketing campaign – social media will be instrumental to our marketing efforts. Our students don't live and communicate in the same way we do, and to engage them fully in any behavior change we must communicate in their language. In researching our grant initiatives, we searched for existing mobile applications to combat childhood obesity, but found none! We plan to fully involve students in the development of our social media tools, and we envision a successful product that will be easily shared and duplicated by other schools once our School Health Improvement Plan is fully implemented and our results gain attention!

About | What's Cooking? | Get Fit! Tips | Events | Success Stories | Initiatives | Curriculum | Contact Us

sponsored by  
New York City Charter School Consortium for Fitness and Health

# GET FIT!

Get Fit! strives to improve the **health and fitness of New York City students** by increasing their awareness of exercise, stressing the importance of staying healthy and stimulating their engagement in regular physical and health fitness activity.

**What's Cooking?**  
This Week's Recipe - Strawberry Fields  
A delicious, light and refreshing salad with lots of color and flavor. Perfect for lunch or dinner. Easy to make!  
See Full Recipe [Here](#)

**Success Stories**  
"What an awesome opportunity to have this program available. I have noticed an increase in my stamina, feel more centered and focused. Less stressed, sleeping better and finally shedding unwanted pounds. I appreciate Get Fit! pushing me to achieve!" [more](#)

**Get Fit! Tips**  
Clear up acne by eating more fresh vegetables! Start your morning with a fruit smoothie that has dark lettuce, spinach or other greens in it. Each day make it more vegetable and less fruit as your taste buds get used to it.  
Read More Tips [Here](#)

Sample: Main Page of our Interactive REN PEP Website



Sample: Main page of our Mobile Application

sponsored by  
New York City Charter School  
Consortium for Fitness and Health

**getFit!**

Events

DAY VIEW  
MONTH VIEW

Mar 2012

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

8:00 am + We're Walking Here! Meet us at Stanley Park, 100 Main Street

12:00 pm + Cooking Club meets this Sunday and we're making Chicken Creole this week!

11  
Mar 2013

+ ADD EVENT TO MY CALENDAR

Sample: Events Calendar, Mobile Application



Sample: Health Fit Tips!, Mobile Application

sponsored by  
New York City Charter School  
Consortium for Fitness and Health

**getFit!** What's Cooking?

Q

**ARCHIVE OF RECIPES**

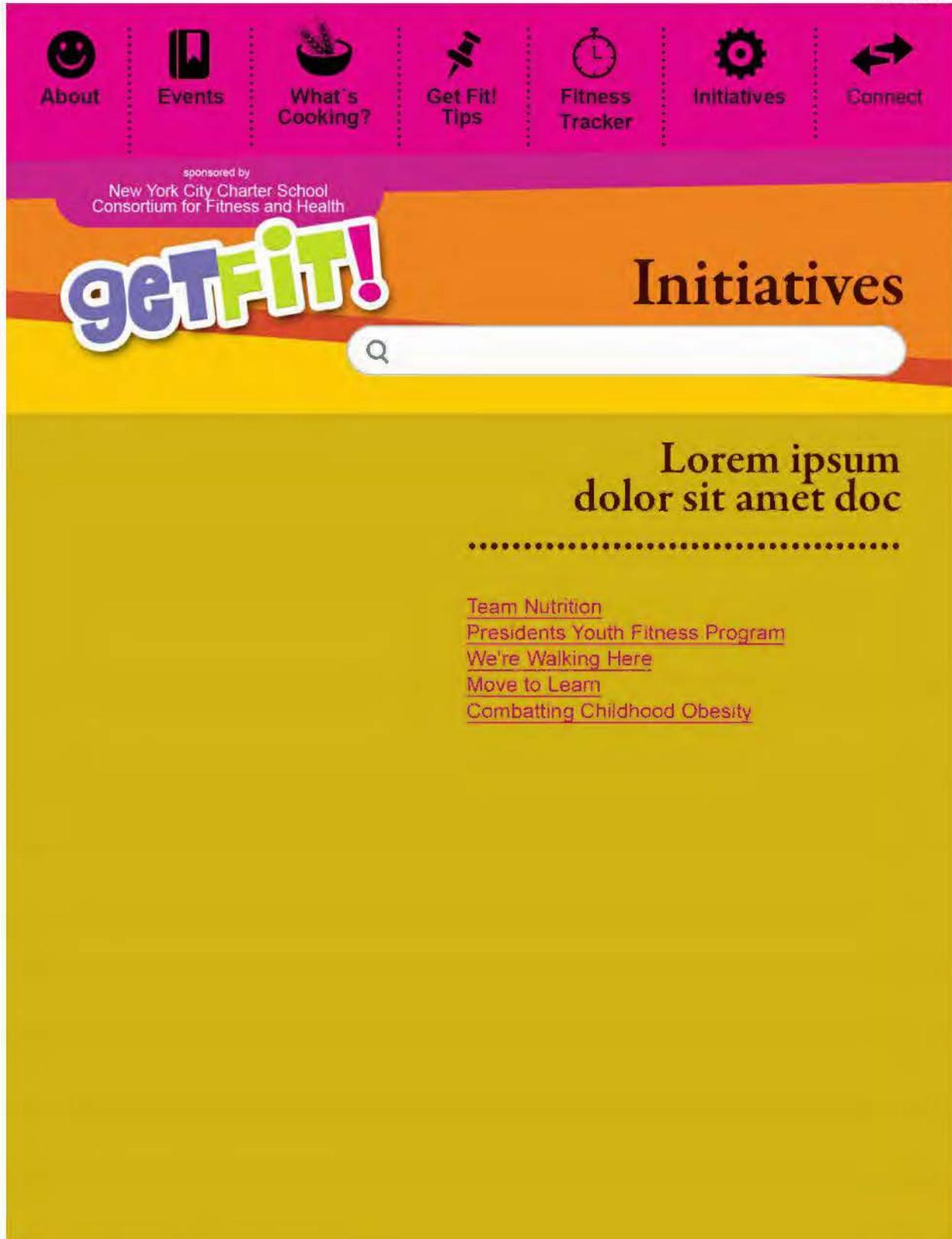
## Strawberry Fields

.....

Fill a plate with mixed salad greens, fresh spinach and a bit of chopped kale. You can choose any mix of greens - check with your farmer to see what's fresh at the market today! Sprinkle on 3 chopped green onions, 1/4 cup of slivered or crushed almonds, a handful of dried cranberries and 5 or 6 fresh strawberries, trimmed and quartered. You can add some crumbled goat cheese if you want more protein in your salad. If you like croutons, here's the best way to add them: Cut a few slices of whole grain bread. Stale bread is perfect. This is a great way to use it up instead of waste it. Cut bread slices into cubes. Heat 2 tblsp. of olive oil in a saute pan over medium-high heat. Add the bread cubes and stir them while cooking 2-3 minutes to get every side golden brown. Sprinkle just a bit of balsamic vinegar onto the bread cubes while you're cooking them if you want even more flavor.

Dressing: Combine 1/4 c. sugar, 3/4 c. olive oil and 1/4 c. balsamic vinegar in a jar. Seal the jar and shake vigorously to mix. Pour (a little) over your salad and save the rest for

Sample: What's Cooking?, Mobile Application



Sample: Initiative, Mobile Application

The screenshot shows the 'getFit!' mobile application interface. At the top, there is a navigation bar with icons and labels for 'About', 'Events', 'What's Cooking?', 'Get Fit! Tips', 'Fitness Tracker', 'Initiatives', and 'Connect'. Below this is a sponsorship notice from the New York City Charter School Consortium for Fitness and Health. The main title 'Fitness Tracker' is displayed in a large, bold font. A search bar is located below the title. The central part of the screen features a table for tracking physical activities and pedometer steps over a week. The table has three columns: 'Day', 'Physical Activities', and '# of Minutes or Pedometer Steps'. The days listed are Mon, Tues, Thurs, Fri, Sat, and Sun. Below the table is a 'Healthy Eating' section with the instruction 'Select a goal for this week' and seven icons representing different food items: a carrot, a loaf of bread, a carton of milk, a water drop, a chicken drumstick, a fish, and a whole pizza.

sponsored by  
New York City Charter School  
Consortium for Fitness and Health

# getFit!

## Fitness Tracker

WEEK 1 ( / / )

Day	Physical Activities	# of Minutes or Pedometer Steps
Mon		
Tues		
Thurs		
Fri		
Sat		
Sun		

**Healthy Eating** Select a goal for this week

Sample: Fitness Tracker, Mobile Application

## Physical Education Curriculum Description

The curriculum description is used to provide an overview of the curriculum being assessed. The PECAT coordinator or the entire PECAT committee can complete the curriculum description form.

### Curriculum Description Items

1. Name of Curriculum: Physical Education \_\_\_\_\_

2. Year developed or published: 2005 \_\_\_\_\_ If applicable, year revised: \_\_\_\_\_

3. Publisher/Developer/Distributor Name: Vincent Garelick. Aligned with NYS Education Department, Civics Education Toolkit, Learning Standards Crosswalk \_\_\_\_\_

Contact Person: Vincent Garelick \_\_\_\_\_

Address: 35-59 81<sup>st</sup> Street, Jackson Heights, NY 11372 \_\_\_\_\_

Phone: 718.803.0060 \_\_\_\_\_

4. What are the overall goals or focus of the curriculum?

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health.

5. What grade levels does the curriculum address? (check all that apply)

- X Kindergarten
- X Grade 1
- X Grade 2
- X Grade 3
- X Grade 4
- X Grade 5
- X Grade 6
- X Grade 7
- X Grade 8
- X Grade 9
- X Grade 10
- X Grade 11
- X Grade 12

6. How many lessons/sessions are in the curriculum? \_\_\_\_\_

K – 2 = 13 units, 3 – 6 = 14 units, 6 – 8 = 19 units, and 9 – 12 = 20 units

7. Is use of this particular curriculum required by the school board or school superintendent's office?

- Yes
- No
- N/A

8. Has the curriculum ever been reviewed by another committee?

- Yes
- No
- Don't know

If yes, which committee

Renaissance Teaching and Learning Committee, NY State Department of Education,

If yes, what type of results were found as a result of the review

PE specialists conducting the audit for NYSED on our PE curriculum identified two specific gaps and weaknesses in meeting NYSED PE Standards. (1) **PE curriculum is incomplete and too focused on team sports.** The reviewers have required that the PE curriculum be revised to include health-related fitness, and individual physical activities, in addition to team activities, and urged in-service training to be provided to support PE teachers. (2) **Consortium Infrastructure Lacks Fitness and Fitness-Testing Equipment and Software.** NYS PE standards require schools to create and implement Personal Fitness Plans, which consist of objectives for increased flexibility, cardio-respiratory endurance, muscular endurance, strength, and normal body composition. Currently, the Consortium schools and their teachers lack the capacity and resources to adequately develop comprehensive Personal Fitness Plans and to monitor student progress towards achieving Personal Fitness Plan objectives.

9. What guidance does the curriculum provide to notify parents and families about the curriculum or content of instruction?

- None
- General guidance for teachers
- Specific examples: sample letters, sample text for teacher or school newsletter
- Other (describe)

10. List the materials, tools, technology, and resources included in the curriculum (e.g., lesson plans, teaching aids such as posters, fitness assessment tools, slides or transparencies).

Lesson plans, Posters and charts describing proper way to do exercises

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## Accuracy Analysis

**Directions:** The accuracy analysis should be completed by persons from the PECAT committee capable of assessing the accuracy of the health and scientific information in the written physical education curriculum. The following questions are starting points for consideration:

- Are physical activities and skill activities within the written curriculum represented accurately (e.g., are flexibility exercises represented with accurate technique, form, and safety considerations) in pictures, graphs, and written text?
- Are the sources (e.g., research materials, references) of the physical education curriculum content made clear? If so, are they reputable sources (e.g., National Association for Sport and Physical Education publications)?
- Are data, information, and sources of information up to date and accurately interpreted?
- Does the curriculum use accurate and appropriate terminology (e.g., “physical education class” versus “gym class”)?
- Are information, examples, scenarios, etc., relevant to the students’ lives?

**\*\* Add your own accuracy questions as appropriate, based on the PECAT committee’s decision making. \*\***

**Determining the accuracy analysis score:**

1. If information is found that is NOT scientifically sound, accurate, and current, complete items A-E, on the accuracy analysis chart located on the following page(s). Then, proceed to the acceptability analysis.
  - A. In column A, list the page(s) in the curriculum where inaccurate, not current, or unsound information appears.
  - B. In column B, briefly describe the inaccuracies.
  - C. In column C, indicate how difficult or easy it will be to correct the inaccuracies. (For example, inaccurate information in a teacher’s guide might be easy to replace with a district-developed teacher supplement. However, inaccurate information in a printed student text might be more difficult to correct because it requires revising and republishing by the developer.)
  - D. In column D, briefly describe what needs to be done to correct the inaccuracies.
  - E. In column E, indicate if the corrections will require substantial cost in time or money.
2. If all information appears sound, accurate, and current, write in a score of “4” in the accuracy analysis score box (page 19) and proceed to the acceptability analysis (pg. 21).

***Physical Education Curriculum Analysis Tool (PECAT)***

**Accuracy Analysis Chart: Insert information as specified on the previous page, items A - E (if none, go to next page)**

<b>A</b> Page location in curriculum	<b>B</b> Brief description of inaccurate, unsound, or not current information	<b>C</b> Difficulty level of correcting inaccuracies	<b>D</b> Brief description of what needs to be done to correct the inaccuracies	<b>E</b> Is correction costly in terms of money or time
na	PE curriculum was developed to comply with NYSED standards, but is not evidence-based or proven to achieve desired results	<input type="checkbox"/> Very difficult <input checked="" type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy	Implement and adopt evidence-based physical education curriculum. Consortium chose SPARK based on reviews, research, and feedback from other schools.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
na	Data, information and sources of information are not up to date.	<input type="checkbox"/> Very difficult <input checked="" type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy	Same as above.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
na	Information, examples, scenarios, etc. are not necessarily relevant to our students' lives	<input type="checkbox"/> Very difficult <input checked="" type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy	Same as above.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy		<input type="checkbox"/> Yes <input type="checkbox"/> No

Physical Education Curriculum Analysis Tool (PECAT)

Name of Curriculum: School Health Team \_\_\_\_\_

<i>Name of Reviewer(s)</i>	<i>Credentials (degree, certification)</i>	<i>Relationship with school district or building</i>
See application _____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Accuracy analysis score:** Using the information from the accuracy analysis chart, score the curriculum based on its accuracy and the extent to which the correction of any errors can be reasonably corrected. (Write the score in accuracy analysis score box below.)

- 4 = No corrections are necessary.
- 3 = Only a few minor inaccuracies are evident, and all are easy to correct.
- 2 = Many minor inaccuracies are evident, but all errors are easy to correct.
- 1 = Major inaccuracies are evident, and one error is somewhat difficult or costly to correct.
- 0 = Major inaccuracies are evident, and more than one will be difficult or costly to correct.

**Accuracy Analysis Score**

## Acceptability Analysis

**Directions:** *The acceptability analysis should be completed by people from the PECAT committee who are knowledgeable about the school expectations for physical education material; state and local school district policies, requirements, frameworks, and standards that guide physical education; and the physical education needs of students. Review the curriculum to determine whether there is anything in the curriculum (e.g., text, pictures, activities) that might:*

- Be incompatible with school norms, student needs, or perspectives of families and the community;
- Promote biased or stereotypical perceptions of individuals or groups on the basis of personal characteristics such as race, ethnicity, gender, religion, culture, or sexual orientation; or
- Be inconsistent with state statutes, state or district policy, requirements, or standards.

*Some questions to consider when analyzing acceptability include the following:*

- Does the curriculum address the physical education and physical activity needs of all students in the school, including those with disabilities and those who are not athletically gifted?
- Does the curriculum reflect the perspectives, diversity, and needs among students, families, and the community?
- Does the curriculum address issues required by special statute or policy including the requirements identified in the physical education framework or course of study?
- Is there curriculum information or material that violates physical education requirements or mandates?
- Is there anything in the curriculum sponsorship, information, or materials that reflects an inappropriate marketing message or improper attempt to influence teachers and students (e.g., marketing a particular brand or product, advocating interest that might conflict with the school's mission, advocating an interest that conflicts with the physical education outcomes and objectives)?

*Determining the acceptability analysis score*

1. If there is unacceptable content, complete items A-E on the acceptability analysis chart located on page 23, following the directions below. Then, proceed to the feasibility analysis.
  - A. In column A, list the page(s) in the curriculum where unacceptable information or depictions appear.
  - B. In column B, briefly describe the piece of information or depiction that is biased or that is incompatible or inconsistent with policy, frameworks, or standards.
  - C. In column C, indicate the degree to which the information or depiction is biased or is incompatible or inconsistent with policies, frameworks, or standards.
  - D. In column D, briefly describe what needs to be done to correct the problem.
  - E. In column E, indicate how difficult or easy it will be to correct the incompatible, biased, or inconsistent information/depiction or to eliminate the information/depiction from the curriculum without affecting the curriculum's quality. (For example, an unacceptable teaching strategy described in a teacher's guide might be easy to replace or augment with a district-developed teacher supplemental lesson. However, racially biased information in a printed student text might be more difficult to correct, because it requires revising and republishing by the developer.)
  
2. If all curriculum information and material appears acceptable, write in a score of "4" in the acceptability analysis score (pg. 24) and proceed to the feasibility analysis (pg. 25).

***Physical Education Curriculum Analysis Tool (PECAT)***

**Acceptability Analysis Chart: Insert information as specified on the previous page, items A-E (if none, go to next page)**

<b>A</b> Page location in curriculum	<b>B</b> Brief description of biased, stereotypical, incompatible, or unacceptable information or depiction	<b>C</b> Degree to which information is unacceptable	<b>D</b> Brief description of what needs to be done to correct unacceptable information	<b>E</b> Degree of difficulty to correct or eliminate this information and retain curriculum quality
		<input type="checkbox"/> Serious <input type="checkbox"/> Minor		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy
		<input type="checkbox"/> Serious <input type="checkbox"/> Minor		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy
		<input type="checkbox"/> Serious <input type="checkbox"/> Minor		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy
		<input type="checkbox"/> Serious <input type="checkbox"/> Minor		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy
		<input type="checkbox"/> Serious <input type="checkbox"/> Minor		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy
		<input type="checkbox"/> Serious <input type="checkbox"/> Minor		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy

Physical Education Curriculum Analysis Tool (PECAT)

Name of Curriculum: Same

<i>Name of Reviewer(s)</i>	<i>Credentials (degree, certification)</i>	<i>Relationship with school district or building</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Acceptability analysis score:** Using the information from the acceptability analysis chart, score the curriculum based on its overall acceptability and the extent to which the correction of any errors can be reasonably completed.

- 4 = No corrections are necessary.
- 3 = Only a few minor inaccuracies are evident, and all are easy to correct.
- 2 = Many minor inaccuracies are evident, but all errors are easy to correct.
- 1 = Major inaccuracies are evident, and one error is somewhat difficult or costly to correct.
- 0 = Major inaccuracies are evident, and more than one will be difficult or costly to correct.

**4** Acceptability Analysis Score

## Content Analysis for Standard 1

### Grades K-2

The content analysis for standard 1, grades K-2, is completed by placing a check in the box corresponding to "2", "1", or "0", after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 1.

**Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

***Does the curriculum include***

Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
-------------------	-----------------------	-----------------

1. Specific lessons on fundamental movement skills, including locomotor (e.g., walk, skip, hop), nonlocomotor (e.g., bend, twist, rock), and manipulative (e.g., striking an object) for each skill?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

2. Specific introductory lessons on motor skills such as rolling, transfer of body weight to one leg, or rhythmic movement?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

3. Specific lessons on the combination of movement and motor skills, such as dribbling a ball while walking or creating movement patterns using different speeds, directions, and skills?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

4. At least one initial and one follow-up learning experience (e.g., introduction of basic tossing skills and then tossing the ball back and forth with partners) for each skill?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

5. Specific instructions that clearly indicate the appropriate grade level at which each motor skill and movement pattern should be introduced and subsequently taught?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

**Content Analysis Score for Standard 1 (Grades K-2)**

$$0 + 5 + 0 = 5$$

(Add the total numbers to determine the total score and place score on scorecard, page 65.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 2

### Grades K-2

The content analysis for standard 2, grades K-2, is completed by placing a check in the box corresponding to "2", "1", or "0", after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 2.

**Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

**Does the curriculum include**

Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
-------------------	-----------------------	-----------------

1. Specific lessons on critical features of motor skills, such as teaching students about personal space, body awareness, and the distinction between locomotor movements (e.g., run, walk, skip, hop, gallop)?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

2. Specific lessons on movement concepts, including the relationships of movement (e.g., in, out, under, over, through), effort, time, and space (e.g., paths, ranges, and direction of movement)?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

3. Specific lessons on the mechanics of movement, such as balance, the role of muscles in body movements, force absorption, and basic throwing mechanics?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

4. Specific lessons on motor learning and motor development concepts (e.g., striking with equipment has many similarities to striking with your hand; control of movement increases with practice; learning a variety of skills allows for more choices)?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

5. Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

**Content Analysis Score for Standard 2 (Grades K-2)**

$$0 + 5 + 0 = 5$$

(Add the total number to determine the total score and place score on scorecard, page 65.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 3

### Grades K-2

The content analysis for standard 3, grades K-2, is completed by placing a check in the box corresponding to "2", "1", or "0", after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 3.

#### Standard 3: Participates regularly in physical activity

##### Does the curriculum include

	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons that teach students the difference between moderate and vigorous physical activity and encourage students to participate in moderate-to-vigorous physical activity during leisure time?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons that stress the importance of allowing students to be able to choose specific forms of physical activity and/or modify activities they participate in during time outside of physical education?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that allow students to understand the temporary and lasting health-related benefits (e.g., healthy heart, good feelings, strong muscles) of physical activity?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons on a variety of activities that allow students to participate in activities that involve locomotion, nonlocomotion, and manipulation of objects (e.g., tossing balls, juggling)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Content Analysis Score for Standard 3 (Grades K-2)

$$\boxed{0} + \boxed{5} + \boxed{0} = \boxed{5}$$

(Add the total numbers to determine the total score and place score on scorecard, page 65.)

SCORE

#### \* Key for Scoring

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 4

### Grades K-2

The content analysis for standard 4, grades K-2, is completed by placing a check in the box corresponding to “2”, “1”, or “0”, after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 4.

#### Standard 4: Achieves and maintains a health-enhancing level of physical fitness

##### Does the curriculum include

	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons about the body’s response to physical activity (e.g., increased heart rate, faster breathing, and sweating)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons about developing basic knowledge of the components of health-related fitness (e.g., cardiorespiratory, muscular endurance, muscular strength, flexibility, and body composition)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that allow students to participate in vigorous, intermittent physical activity for short periods of time during physical education class?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons about the concept of personal choices in physical activity and how those physical activity choices contribute to physical fitness?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Content Analysis Score for Standard 4 (Grades K-2)

(Add the total numbers to determine the total score and place score on scorecard, page 65.)

$$\boxed{0} + \boxed{5} + \boxed{0} = \boxed{5}$$

SCORE

##### \* Key for Scoring

2 = **Fully**: The curriculum sufficiently addresses each and every element of the question; 1 = **Partially**: The curriculum partially addresses the question; 0 = **No**: The curriculum does not address the question.

## Content Analysis for Standard 5

### Grades K-2

The content analysis for standard 5, grades K-2, is completed by placing a check in the box corresponding to “2”, “1”, or “0”, after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 5.

**Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

**Does the curriculum include**

	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Specific lessons that address cooperation, teamwork, and personal responsibility (e.g., sharing space and equipment with classmates, working with others to complete a task, learning by doing, practicing specific skills to improve self-confidence, and resolving conflict through positive mechanisms)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons that stress the importance of establishing rules, etiquette, and procedures for physical education class as well as for games and activities taught during class?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that allow physical educators to teach and discuss the importance of safety issues within physical education class as well as for physical activities outside of class?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons that address respect for individual differences within and outside of physical education as well as the importance of engaging with individuals with disabilities and/or special health care needs?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Content Analysis Score for Standard 5 (Grades K-2)**

$$\boxed{4} + \boxed{3} + \boxed{0} = \boxed{7}$$

(Add the total numbers to determine the total score and place score on scorecard, page 65.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 6

### Grades K-2

The content analysis for standard 6, grades K-2, is completed by placing a check in the box corresponding to “2”, “1”, or “0”, after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 6.

#### **Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction**

**Does the curriculum include**

<b>Fully</b>	<b>Partially</b>	<b>No*</b>
<b><u>2</u></b>	<b><u>1</u></b>	<b><u>0</u></b>

1. Specific lessons that teach students the benefits of accepting new challenges in physical activity (e.g., attempting a new movement or skill)?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

2. Specific lessons that allow students to express their feelings toward physical activity, identify the physical activities they enjoy and interactions they enjoy with others through physical activity?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

3. Specific lessons that allow physical educators to teach and discuss the importance of self-expression through movement (e.g., artistic concepts of movement, expression of feelings about physical activity through movement)?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

4. Specific lessons that address the role of physical activity throughout history (e.g., the role physical activity and games played in different cultures)?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and subsequently taught

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

**Content Analysis Score for Standard 6 (Grades K-2)**

$$\boxed{0} + \boxed{5} + \boxed{0} = \boxed{5}$$

(Add the total numbers to determine the total score and place score on scorecard, page 65.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Template for Additional Standards for Content Analysis, Grades K-2

**Standard:** Write out the additional physical education standard below.

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To complete the following section, identify the four main components that are essential for students to know or be able to do to achieve the standard. Proceed to determine how well the written curriculum addresses each with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.

**Does the curriculum include**

<b>Fully</b>	<b>Partially</b>	<b>No*</b>
<b>2</b>	<b>1</b>	<b>0</b>

1. Perform Basic Motor Skills

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------

2. Attain competency in a variety of physical activities and proficiency in a few  
Select complex motor and sports activities

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

3. Students design their own  
Personal Fitness Program

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

4. \_\_\_\_\_

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	--------------------------	-------------------------------------

**Content Analysis Score**

$$\boxed{2} + \boxed{2} + \boxed{0} = \boxed{4}$$

(Add the total numbers for the total score and place score on scorecard, page 65.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Student Assessment Analysis for Standard 1

### Grades K-2

The student assessment analysis for standard 1, grades K-2, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 1.

**Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

***Does the curriculum include***

<b>Fully</b>	<b>Partially</b>	<b>No*</b>
<b><u>2</u></b>	<b><u>1</u></b>	<b><u>0</u></b>

1. Protocols for assessing fundamental movement skills, including locomotor (e.g., walk, skip, hop), nonlocomotor (e.g., bend, twist, rock), and manipulative (e.g., striking an object) skills?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing specialized movement skills such as rolling, transfer of body weight to one leg, or rhythmic movement?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing the combination of movement and motor skills such as dribbling a ball while walking or creating movement patterns using different speeds, directions, and skills?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing the application of a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills, such as having a student demonstrate how to adapt movement skills to changing conditions (e.g., rolling a ball to a moving partner or moving to music)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 1 (Grades K-2)**

$$\boxed{0} + \boxed{5} + \boxed{0} = \boxed{5}$$

(Add the numbers across for the total score and place score on scorecard, page 65.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 2

### Grades K-2

The student assessment analysis for standard 2, grades K-2, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 2.

**Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

***Does the curriculum include***

<b>Fully</b>	<b>Partially</b>	<b>No*</b>
<b><u>2</u></b>	<b><u>1</u></b>	<b><u>0</u></b>

1. Protocols for assessing critical features of movement forms such as assessing students' ability to make the distinction between various locomotor movements (e.g., run, walk, skip, hop, gallop)?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

2. Protocols for assessing movement concepts, such as the relationships of movement (e.g., in, out, under, over, through), effort, time, and space (e.g., paths, ranges, direction of movement)?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

3. Protocols for assessing the mechanics of movement, such as asking students to demonstrate balance and basic throwing mechanics?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------

4. Protocols for assessing motor learning and motor development concepts, such as striking with equipment and with hands and demonstrating control of movement with increased practice?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

**Student Assessment Score for Standard 2 (Grades K-2)**

<table border="1"><tr><td align="center">2</td></tr></table>	2	+	<table border="1"><tr><td align="center">4</td></tr></table>	4	+	<table border="1"><tr><td align="center">0</td></tr></table>	0	=	<table border="1"><tr><td align="center">6</td></tr></table>	6
2										
4										
0										
6										

(Add the numbers across for the total score and place score on scorecard, page 65.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 3

### Grades K-2

The student assessment analysis for standard 3, grades K-2, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 3.

**Standard 3: Participates regularly in physical activity**

***Does the curriculum include***

	<b>Fully <u>2</u></b>	<b>Partially <u>1</u></b>	<b>No* <u>0</u></b>
1. Protocols for assessing student ability to identify different types of physical activity, such as student knowledge about moderate and vigorous activities in and outside of physical education classes?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing student choice and/or modification of physical activity, such as asking students to identify and explain their favorite activities; likes and dislikes related to physical activities; and ways to modify physical activities according to personal ability?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students' knowledge of the temporary and lasting health benefits of physical activity, such as physical benefits (e.g., healthy heart) and psychological benefits (e.g., good feelings)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing students' ability to participate in activities that involve manipulating objects, such as ball tossing and juggling?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 3 (Grades K-2)**

$$\boxed{2} + \boxed{4} + \boxed{0} = \boxed{6}$$

(Add the numbers across for the total score and place score on scorecard, page 65.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 4

### Grades K-2

The student assessment analysis for standard 4, grades K-2, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 4.

#### **Standard 4 Achieves and maintains a health-enhancing level of physical fitness**

***Does the curriculum include***

<b>Fully</b>	<b>Partially</b>	<b>No*</b>
<b><u>2</u></b>	<b><u>1</u></b>	<b><u>0</u></b>

- |   |                          |                                     |                          |
|---|--------------------------|-------------------------------------|--------------------------|
| 1. Protocols for assessing student knowledge about the body's response to physical activity, such as asking students to identify physical reactions to activity?  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Protocols for assessing students' basic knowledge about the components of health-related fitness, such as asking students to identify which activities done during physical education class affect flexibility?  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Protocols for assessing students' participation in vigorous, intermittent physical activities during physical education class?   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Protocols for assessing students' personal choice in physical activity (e.g., asking students to identify their favorite physical activities outside of physical education) and how choice contributes to physical fitness (e.g., asking students to identify which activities contribute to muscular strength)? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

**Student Assessment Score for Standard 4 (Grades K-2)**

$$\boxed{0} + \boxed{5} + \boxed{0} = \boxed{5}$$

(Add the numbers across for the total score and place score on scorecard, page 65.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 5

### Grades K-2

The student assessment analysis for standard 5, grades K-2, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 5.

**Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

***Does the curriculum include***

	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Protocols for assessing students' ability to practice cooperation, teamwork, personal responsibility, and conflict resolution?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing students' identification of and adherence to rules, etiquette, and procedures for physical education class?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students' knowledge of safety issues within physical education as well as physical activity outside of class, such as asking students to identify major safety issues related to certain sports and games they participate in after school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing personal and social respect regarding individual differences within and outside of physical education?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 5 (Grades K-2)**

$$\boxed{0} + \boxed{5} + \boxed{0} = \boxed{5}$$

(Add the numbers across for the total score and place score on scorecard, page 65.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment and multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 6

### Grades K-2

The student assessment analysis for standard 6, grades K-2, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 6.

**Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction**

**Does the curriculum include**

	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Protocols for assessing students' ability to identify new challenges in physical activity, such as attempting a new movement or participating in a new game or sport?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing students' ability to identify the physical activities they enjoy and to explain why they enjoy being physically active with others?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students' ability to identify the importance of self-expression through movement (e.g., artistic concepts of movement, expression of feelings through movement)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing students' knowledge about the role of physical activity throughout history, such as asking students to identify the different types of games played across cultures and throughout history?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 6 (Grades K-2)**

$$\boxed{0} + \boxed{5} + \boxed{0} = \boxed{5}$$

(Add the numbers across for the total score and place score on scorecard, page 65.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Template for Additional Standards for Student Assessment Analysis, Grades K-2

**Standard:** Write out the additional physical education standard below.

\_\_\_\_\_ *NA* \_\_\_\_\_  
 \_\_\_\_\_

*To complete the following section, identify the four types of protocols that are essential for assessing student knowledge and skills. Proceed to determine the extent to which the written curriculum includes these protocols with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.*

**Does the curriculum include**

**Fully**      **Partially**      **No\***  
**2**              **1**              **0**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

**Student Assessment Analysis Score**

+  +  =

(Add the total numbers across for the total score and place score on scorecard, page 65.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## SCORECARD FOR CONTENT AND STUDENT ASSESSMENT ANALYSES

### Grades K-2

To complete the scorecard for content and student assessment analyses (grades K-2), transfer the individual scores for each standard from the preceding pages.

NATIONAL STANDARD	CONTENT ANALYSIS SCORE	STUDENT ASSESSMENT ANALYSIS SCORE
1	5	5
2	5	6
3	5	6
4	5	5
5	7	5
6	5	5
<b>ADDITIONAL STANDARDS</b>		

Note: Add each of these scores to the overall PECAT scorecard on page 173.

## **Grades 3-5**

## **Student Expectations at the End of Grade 5**

**Standard 1: The learner demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

***By the end of grade 5, students should:***

- Develop maturity and versatility in the use of fundamental skills for more enjoyable movement experiences.
- Achieve mature forms in the basic nonlocomotor and manipulative skills.
- Demonstrate locomotor, nonlocomotor, and manipulative skills for performance outcomes (e.g., hitting targets).
- Use fundamental, nonlocomotor, locomotor, and manipulative skills in dynamic and complex environments (e.g., formal dance to music) and in combination with each other.
- Use specialized skills basic to a movement form (e.g., basketball chest pass, softball fielding with a glove).

**Standard 2: The learner demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

***By the end of grade 5, students should:***

- Comprehend more complex concepts and principles and apply them in structured settings.
- Use performance feedback to increase their cognitive understanding of a skill as well as to improve performance.
- Use knowledge of critical elements of form or simple biomechanical or motor development principles to provide feedback to others.
- Participate in complex motor skills, transfer concepts learned in other skills/games for performance of the new skill/game (e.g., bending the knees lowers the center of gravity and increases stability).

**Standard 3: The learner participates regularly in physical activity.**

***By the end of grade 5, students should:***

- Develop an awareness of participation in physical activity as a conscious personal decision, choosing activities for both the enjoyment and the health benefits they produce.
- Voluntarily participate in moderate-to-vigorous physical activity for longer periods of time outside of physical education class.
- Be able to identify and make use of opportunities at school and within the community for regular participation in physical activity.
- Begin to recognize and use critical elements and movement concepts to sustain their participation in activities they enjoy.

- Be capable of using information from a variety of sources (internal and external) to regulate their participation in an activity.

**Standard 4: The learner achieves and maintains a health-enhancing level of physical fitness.**

***By the end of grade 5, students should:***

- Regularly participate in physical activity for the purpose of improving physical fitness.
- Participate in moderate-to-vigorous physical activity for longer periods of time without tiring.
- Begin to engage in physical activities specifically related to each component of physical fitness and be capable of monitoring the physiological indicators that accompany moderate-to-vigorous physical activity and adjusting personal activity accordingly.
- Complete standardized fitness testing and achieve desired levels consistent with contemporary health-related recommendations.
- With teacher assistance, interpret the results and understand the significance of information provided by formal measures of physical fitness.

**Standard 5: The learner exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

***By the end of grade 5, students should:***

- Be active participants in class and learn to work independently and with small groups enjoying the diversity of others.
- Identify the purposes for and follow activity-specific safe practices, rules, procedures, and etiquette.
- Continue to develop cooperation and communication skills to enable completion of a common goal while working with a partner and/or small groups.
- Work independently and productively for short, as well as progressively longer, periods of time during and outside of physical education classes.
- Continue to develop cultural/ethnic self-awareness, appreciate their heritage, and appreciate the differences in others.

**Standard 6: The learner values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

***By the end of grade 5, students should:***

- Identify activities they consider to be fun.
- Relate enjoyment directly to competence in a particular activity.
- Be challenged by learning a new skill or activity and enjoy broadening their repertoire of movement skills.
- Attribute success and improvement to effort and practice.
- Choose an appropriate level of challenge in an activity so as to experience success and engage in activity with students of similar skill levels.

## Content Analysis for Standard 1

### Grades 3-5

The content analysis for standard 1, grades 3-5, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 1.

**Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

**Does the curriculum include**

	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons on mature forms of fundamental manipulative skills (e.g., striking an object) for each skill?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons on a few specialized motor skills such as basketball chest pass, soccer dribbling, or jumping a rope?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons on the combination of movement and motor skills, such as dribble and kick an object while moving, overhand throw, or combining traveling, balancing, weight transfer, and rolling actions with a change in level, flow, direction, or speed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. At least one initial and one follow-up learning experience in applied settings (e.g., tossing skills are practiced and then tossing a ball to a teammate during a game) for each skill?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate Grade level at which each motor and movement skill should be introduced and subsequently taught?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Content Analysis Score for Standard 1 (Grades 3-5)**

(Add the numbers across for the total score and place score on scorecard, page 101.)

$$\boxed{6} + \boxed{2} + \boxed{0} = \boxed{8}$$

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 2

### Grades 3-5

The content analysis for standard 2, grades 3-5, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 2.

**Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

*Does the curriculum include*

Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
-------------------	-----------------------	-----------------

1. Specific lessons about critical features of movement forms, such as teaching students about the critical features of dribbling, kicking, catching, throwing, and striking?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------

2. Specific lessons on basic game concepts, such as invasion and net activities?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

3. Specific lessons on the mechanics of movement, such as how to safely lift an object and the influences of speed and force?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

4. Specific lessons on motor learning and motor development concepts (e.g., visual focus is an important component of skill, appropriate practice improves performance of skills, basic skills help with specialized skills)?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

5. Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

**Content Analysis Score for Standard 2 (Grades 3-5)**

2	+	4	+	0	=	6
---	---	---	---	---	---	---

(Add the numbers across for the total score and place score on scorecard, page 101.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 3

### Grades 3-5

The content analysis for standard 3, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 3.

#### Standard 3: Participates regularly in physical activity

##### Does the curriculum include

	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons that teach students how to recognize and monitor intensity levels of a variety of activities as well as materials to assist teachers with promoting age-appropriate moderate-to-vigorous physical activities outside of physical education class?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons that stress the importance of allowing students to be able to choose specific forms and intensities of physical activity and/or modify an activity that is taught during physical education class?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that teach students the health-related benefits (e.g., healthy heart) and mental health benefits (e.g., stress reduction) of physical activity during physical education class?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons on how to incorporate self-assessment into physical activity through a variety of sources, such as pedometers, a physical activity log, or heart rate monitors?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Content Analysis Score for Standard 3 (Grades 3-5)

(Add the numbers across for the total score and place score on scorecard, page 101.)

$$\boxed{0} + \boxed{5} + \boxed{0} = \boxed{5}$$

SCORE

##### \* Key for Scoring

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 4

### Grades 3-5

The content analysis for standard 4, grades 3-5, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 4.

**Standard 4: Achieves and maintains a health-enhancing level of physical fitness**

**Does the curriculum include**

**Fully**  
2      **Partially**  
1      **No\***  
0

1. Specific lessons on self-assessment of physical fitness (e.g., a teaching activity using a criterion-referenced standard fitness test such as Fitnessgram for self-assessment of fitness)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons on the definition of the components of fitness and appropriate use of tools for assessing each fitness component (e.g., flexibility, body composition, muscular strength, muscular endurance, and cardio-respiratory)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that allow students to participate in moderate to vigorous physical activity for longer periods of time without tiring?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons that allow physical educators to teach the concept of interpreting fitness test results and choosing appropriate activities to improve each component of physical fitness?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Content Analysis Score for Standard 4 (Grades 3-5)**

$$\boxed{0} + \boxed{4} + \boxed{0} = \boxed{4}$$

(Add the numbers across for the total score and place score on scorecard, page 101.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 5

### Grades 3-5

The content analysis for standard 5, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 5.

**Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

**Does the curriculum include**

Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
-------------------	-----------------------	-----------------

- |   |                                     |                                     |                          |
|---|-------------------------------------|-------------------------------------|--------------------------|
| 1. Specific lessons that address and emphasize cooperation, teamwork, personal responsibility, and communication skills such as activities that require small group work and opportunities for communicating needs and ideas? | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Specific lessons that stress the importance of and purposes for rules, classroom and game etiquette, and procedures for physical education class as well as the distinctions between rules for a variety of activities?    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. Specific lessons that allow physical educators to teach and discuss the importance of safety issues and protocol within physical education class as well as physical activities outside of class?                          | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. Specific lessons about teaching students ways to engage students with disabilities and respect peers from different cultural backgrounds?  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

**Content Analysis Score for Standard 5 (Grades 3-5)**

$$\boxed{4} + \boxed{3} + \boxed{0} = \boxed{7}$$

(Add the numbers across for the total score and place score on scorecard, page 101.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 6

### Grades 3-5

The content analysis for standard 6, grades 3-5, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 6.

**Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction**

***Does the curriculum include***

	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Specific lessons about the role of physical activity in dance and artistic movement throughout history and in different cultures?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons for activities that allow students to determine the relationship between success and enjoyment in physical activity and the types of activities that bring personal satisfaction?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Specific lessons that allow physical educators to teach and discuss the role of artistic concepts in physical activity, such as how the rhythm of a movement along with meter and tempo affects its outcome; combinations of locomotor movements in space and time create a movement pattern; and varying the distance between objects creates different aesthetic relationships?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons that teach students the differences between personal challenges and competition and provide the opportunity for students to choose at least one personally challenging physical activity to attempt?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and subsequently taught?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Content Analysis Score for Standard 6 (Grades 3-5)**

(Add the numbers across for the total score and place score on scorecard, page 101.)

$$\boxed{0} + \boxed{4} + \boxed{6} = \boxed{4}$$

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Template for Additional Standards for Content Analysis, Grades 3-5

**Standard:** Write out the additional physical education standard below.

*n/a*

To complete the following section, identify the four main components that are essential for students to know or be able to do to achieve the standard. Proceed to determine how well the written curriculum addresses each with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.

**Does the curriculum include**

**Fully**  
2

**Partially**  
1

**No\***  
0

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

**Content Analysis Score**

(Add the total numbers to determine the total score and place score on scorecard, page 101.)

+  +  =

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Student Assessment Analysis for Standard 1

### Grades 3-5

The student assessment analysis for standard 1, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 1.

**Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

**Does the curriculum include**

Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
-------------------	-----------------------	-----------------

1. Protocols for assessing mature forms of movement skills, including locomotor, nonlocomotor, and manipulative (e.g., changing movement from running to skipping, striking an object) skills?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

2. Protocols for determining competency in a few specialized movement skills such as basketball chest pass, soccer dribbling, and jumping rope?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------

3. Protocols for assessing the combination of motor skills, such as asking students to demonstrate dribbling or kicking an object while moving; overhand throw; or combining traveling, balancing, weight transfer, and rolling?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------

4. Protocols for assessing the application of a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills (e.g., asking students to demonstrate the skill to adapt movement skills to changing conditions, such as tossing a ball to a moving partner or performing dance sequences to music)?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------

5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

**Student Assessment Score for Standard 1 (Grades 3-5)**

$$\boxed{3} + \boxed{2} + \boxed{0} = \boxed{5}$$

(Add the numbers across for the total score and place score on scorecard, page 101.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 2

### Grades 3-5

The student assessment analysis for standard 2, grades 3-5, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 2.

**Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

***Does the curriculum include***

	<b>Fully <u>2</u></b>	<b>Partially <u>1</u></b>	<b>No* <u>0</u></b>
1. Protocols for assessing the performance of critical features of movement forms, such as asking students to demonstrate features of dribbling, kicking, catching, throwing, and striking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing movement concepts, such as chasing, fleeing, and dodging skills?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing various concepts of the mechanics of movement, such as asking students to demonstrate how to safely lift an object?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing motor learning and motor development concepts, such as asking students to explain that appropriate practice improves performance of skills and that basic skills help with specialized skills?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 2 (Grades 3-5)**

$$\boxed{4} + \boxed{3} + \boxed{0} = \boxed{7}$$

(Add the numbers across for the total score and place score on scorecard, page 101.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 3

### Grades 3-5

The student assessment analysis for standard 3, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 3.

**Standard 3: Participates regularly in physical activity**

**Does the curriculum include**

	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Protocols for assessing students’ knowledge about different types of physical activities and the difference between moderate and vigorous activities they participate in during and outside of physical education class?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing student modification of physical activity, such as asking students to demonstrate a variety of modifications for different physical activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing student knowledge about the health benefits of physical activity, such as asking students to identify and explain the physiological (e.g., healthy heart) and mental health (e.g., good feelings) benefits of activity?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing students’ knowledge about physical activity opportunities outside of physical education class, such as asking students to create a written report about physical activity options in the community or after school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 3 (Grades 3-5)**

$$\boxed{0} + \boxed{5} + \boxed{0} = \boxed{5}$$

**SCORE**

(Add the numbers across for the total score and place score on scorecard, page 101.)

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment and multiple levels of competency; **1 = Partially:** Does include 1 or more protocols but not multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 4

### Grades 3-5

The student assessment analysis for standard 4, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 4.

#### Standard 4: Achieves and maintains a health-enhancing level of physical fitness

##### Does the curriculum include

	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Protocols for assessing students’ knowledge about the components of fitness, the tools for assessing personal fitness levels, and identification of physical activities that can assist in developing the components?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing students’ knowledge about the FITT Principles related to improving health-related fitness?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students’ ability to conduct self-Assessment and initiate self-improvement for physical activity and fitness, such as having students complete a fitness test (e.g., Fitnessgram), identify strengths and weaknesses, and discuss ways to improve their fitness?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing students’ personal choices in physical activities that contribute to physical fitness, such as having students identify their favorite activities during or outside of physical education class and briefly explain how they contribute to fitness?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Student Assessment Score for Standard 4 (Grades 3-5)

(Add the numbers across for the total score and place score on scorecard, page 101.)

$$\boxed{0} + \boxed{5} + \boxed{0} = \boxed{5}$$

SCORE

##### \* Key for Scoring

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 5

### Grades 3-5

The student assessment analysis for standard 5, grades 3-5, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 5.

**Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

***Does the curriculum include***

	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Protocols for assessing students' ability to cooperate, work as a member of a team, demonstrate personal responsibility, and participate positively in conflict resolution?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing students' knowledge about specific rules, etiquette, and procedures for physical education class, such as asking students to explain rules for a variety of activities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for determining students' knowledge of safety issues within physical education as well as physical activity outside of class, such as asking students to identify the basic safety issues involved with certain games and sports they participate in?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Protocols for analyzing students' personal and social respect regarding individual differences within physical education, such as observing students' social behavior during class?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 5 (Grades 3-5)**

$$\boxed{4} + \boxed{3} + \boxed{0} = \boxed{7}$$

(Add the numbers across for the total score and place score on scorecard, page 101.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 6

### Grades 3-5

The student assessment analysis for standard 6, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 6.

**Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction**

***Does the curriculum include***

<b>Fully</b>	<b>Partially</b>	<b>No*</b>
<b><u>2</u></b>	<b><u>1</u></b>	<b><u>0</u></b>

- |   |                          |                                     |                          |
|---|--------------------------|-------------------------------------|--------------------------|
| 1. Protocols for assessing students’ knowledge about the role of physical activity throughout history, such as asking students to identify and explain the role of games played in cultures across the world? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Protocols for assessing students’ ability to identify physical activities they enjoy and explain their reasons for enjoyment (either written or verbally)?   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Protocols that ask students to identify and explain the importance of self-expression through movement, such as asking students to explain certain types of physical activity that are artistic in nature? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Protocols for assessing students’ ability to identify new challenges in physical activity, such as asking students to create a new game or sport?  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

**Student Assessment Score for Standard 6 (Grades 3-5)**

$$\boxed{0} + \boxed{5} + \boxed{0} = \boxed{5}$$

(Add the numbers across for the total score and place score on scorecard, page 101.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Template for Additional Standards for Student Assessment Analysis, Grades 3-5

**Standard:** Write out the additional physical education standard below.

*None*

To complete the following section, identify the four types of protocols that are essential for assessing student knowledge and skills. Proceed to determine the extent to which the written curriculum includes these protocols with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.

**Does the curriculum include**

**Fully**  
**2**      **Partially**  
**1**      **No\***  
**0**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

**Student Assessment Analysis Score**

(Add the numbers across for the total score and place score on scorecard, page 101.)

+  +  =

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## SCORECARD FOR CONTENT AND STUDENT ASSESSMENT ANALYSES

### Grades 3-5

To complete the scorecard for content and student assessment analyses (grades 3-5), transfer the individual scores for each standard from the preceding pages.

NATIONAL STANDARD	CONTENT ANALYSIS SCORE	STUDENT ASSESSMENT ANALYSIS SCORE
1	8	5
2	6	7
3	5	5
4	4	5
5	7	7
6	4	5
<b>ADDITIONAL STANDARDS</b>		

Note: Add each of these scores to the overall PECAT scorecard on page 173.

# Grades 6-8

## **Student Expectations at the End of Grade 8**

**Standard 1: The learner demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

***By the end of grade 8, students should:***

- Participate with skill in a variety of modified sport, dance, gymnastics, and outdoor activities.
- Perform the basic skills of the more specialized sports, dance, and gymnastics activities with mature form.
- Use skills successfully in modified games or activities of increasing complexity and in combination with other basic skills.
- Demonstrate use of tactics within sport activities.

**Standard 2: The learner demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

***By the end of grade 8, students should:***

- Exhibit an increasingly complex discipline-specific knowledge.
- Identify principles of practice and conditioning that enhance movement performance.
- Have higher levels of understanding and application of movement concepts/principles and game strategies, critical elements of activity-specific movement skills, and characteristics representing highly skilled performance.
- Know when, why, and how to use strategies and tactics within game play.
- Use information from a variety of sources, both internal and external, to guide and improve performance.

**Standard 3: The learner participates regularly in physical activity.**

***By the end of grade 8, students should:***

- Be able to set physical activity goals independently and participate in individualized programs based on personal goals and interests, as well as the results of fitness assessments.
- Select and utilize physical activities that are appropriate for the activity goals they set.
- Have an increasing awareness of the opportunities for participation in a broad range of physical activities and interests.
- Participate regularly in moderate-to-vigorous physical activities in both school and non school settings.
- Have a level of knowledge and understanding of physical movement principles and tactics that allows them to apply these concepts to their participation in more situations.

**Standard 4: The learner achieves and maintains a health-enhancing level of physical fitness.**

***By the end of grade 8, students should:***

- Participate in moderate-to-vigorous physical activities on a regular basis without undue fatigue.
- Know the components of health-related fitness and how these relate to their overall fitness status.
- Participate in moderate-to-vigorous activities that address each component of health-related fitness, including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
- Monitor their own heart rate, breathing, and recovery rate during and after strenuous physical activity.
- Assess their personal fitness status for each component and use the development of individualized physical fitness goals with little help from the teacher.
- Show progress towards knowing the concepts and theories of physical fitness (e.g., threshold, overload, specificity) and how these principles can be used to improve their level of physical fitness.

**Standard 5: The learner exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

***By the end of grade 8, students should:***

- Understand the concept of physical activity as a component of modern culture and social life.
- Understand the role of diversity in physical activity and continue to include and support each other, respecting limitations and strengths of group members.
- Move from merely identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interaction to reflecting on their role in physical activity settings.
- Have well-developed cooperation skills and accomplish group/team goals in both cooperative and competitive situations.
- Seek greater independence from adults and effectively work independently and in groups to complete assigned tasks.
- Make appropriate decisions to resolve conflicts arising from the influence of peers and practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities.

**Standard 6: The learner values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

***By the end of grade 8, students should:***

- Seek physical-activity experiences for group membership and positive social interaction.
- Participate in physical activities that provide a positive outlet for competition with peers and a means of gaining respect and recognition so that they can increase self-confidence and self-esteem.
- Understand that physical activities can help them take steps toward independence.
- Recognize that challenge is found both in high levels of competition and in learning new and/or different activities.
- Experience a greater awareness of feelings toward the avenues of self-expression provided through dance, gymnastics, and other artistic sports.

## Content Analysis for Standard 1

### Grades 6-8

The content analysis for standard 1, grades 6-8, is completed by placing a check in the box corresponding to "2", "1", or "0", after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 1.

**Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

***Does the curriculum include***

**Fully**  
2      **Partially**  
1      **No\***  
0

- |   |                                     |                                     |                          |
|---|-------------------------------------|-------------------------------------|--------------------------|
| 1. Specific lessons on advanced forms of movement skills including locomotor (e.g., run), nonlocomotor, and manipulative (e.g., striking an object with another object) skills?   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 2. Specific lessons on advanced specialized motor skills such as batting, tennis overhand serve, or badminton smash for individual noncompetitive activity, competitive activity, team court sports, and team field sports? | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. Specific lessons on the combination of two or more specialized or fundamental movement forms, such as dribbling and passing or receiving and passing an object against a defender?                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. Specific lessons on rhythm or dance, such as combining traveling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow?                                  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Specific instructions that clearly indicate the appropriate grade level at which each motor and movement skill should be introduced and subsequently taught?   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

**Content Analysis Score for Standard 1 (Grades 6-8)**

(Add the numbers across for the total score and place score on scorecard, page 137.)

$$\boxed{1} + \boxed{2} + \boxed{0} = \boxed{8}$$

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 2

### Grades 6-8

The content analysis for standard 2, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0”, after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 2.

**Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

*Does the curriculum include*

	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons on critical features of movement forms, such as teaching students about the critical features of overhand tennis serve, golf swing, or basketball shooting?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons on movement concepts, including game tactics for invasion and net activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons about the mechanics of movement, such as air and water resistance, relationships between spin and rebound, gravity, and friction?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons on motor learning and motor development concepts (e.g., discussing the role of long-term memory in physical movements, speed and accuracy tradeoff, the role of physical abilities in performing movement)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Content Analysis Score for Standard 2 (Grades 6-8)**

$$\boxed{2} + \boxed{2} + \boxed{0} = \boxed{6}$$

(Add the numbers across for the total score and place score on scorecard, page 137.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 3

### Grades 6-8

The content analysis for standard 3, grades 6-8, is completed by placing a check in the box corresponding to "2", "1", or "0", after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 3.

**Standard 3: Participates regularly in physical activity**

***Does the curriculum include***

<b>Fully</b>	<b>Partially</b>	<b>No*</b>
<u>2</u>	<u>1</u>	<u>0</u>

- |  |                          |                                     |                          |
|--|--------------------------|-------------------------------------|--------------------------|
| 1. Specific lessons that teach students how to identify opportunities for participation in moderate to vigorous physical activities in both school and non-school settings?  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Specific lessons that stress the importance of using results of fitness assessments to establish personalized physical activity programs that reflect personal goals and interests?   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Specific lessons that teach students how to select and utilize practice procedures and training principles appropriate for the physical activity goals that they set?   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Specific lessons that teach students how to independently participate in physical activity monitoring (e.g., through pedometers or activity logs) and regulate physical activity behavior by using appropriate fitness and movement principles? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

**Content Analysis Score for Standard 3 (Grades 6-8)**

(Add the numbers across for the total score and place score on scorecard, page 137.)

$$\boxed{0} + \boxed{5} + \boxed{0} = \boxed{5}$$

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 4

### Grades 6-8

The content analysis for standard 4, grades 6-8, is completed by placing a check in the box corresponding to "2", "1", or "0", after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 4.

#### **Standard 4: Achieves and maintains a health-enhancing level of physical fitness**

<b>Does the curriculum include</b>	<b>Fully</b> <u>2</u>	<b>Partially</b> <u>1</u>	<b>No*</b> <u>0</u>
1. Specific lessons on how to assess personal fitness status for each component of fitness and use this information to develop individualized physical fitness goals with little help from the teacher?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons on basic principles of training (e.g., threshold, overload, specificity) and how these principles can be used to improve one's level of physical fitness?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that provide opportunities for students to participate in and effectively monitor physical activities that improve each component of fitness?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons that teach students about how each component of physical fitness is related to their overall fitness status?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### **Content Analysis Score for Standard 4 (Grades 6-8)**

(Add the numbers across for the total score and place score on scorecard, page 137.)

$$\boxed{4} + \boxed{3} + \boxed{0} = \boxed{7}$$

**SCORE**

#### **\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

The content analysis for standard 5, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0”, after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 5.

**Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

**Does the curriculum include**

<b>Fully</b>	<b>Partially</b>	<b>No*</b>
<b>2</b>	<b>1</b>	<b>0</b>

- |   |                                     |                                     |                          |
|---|-------------------------------------|-------------------------------------|--------------------------|
| 1. Content that addresses and emphasizes the role of personal reactions during interactions with others as well as the importance of supportive behavior and social skills?   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. General guidance and specific lessons that ask students to engage in teaching rules, protocol, and etiquette of various sports and games played during physical education?   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. Specific lessons that allow physical educators to teach students how to apply safety issues and protocols that exist within sports, games, and other physical activities outside of physical education class?        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. Specific lessons on teaching students inclusive behaviors and accommodations for individual differences in a variety of physical activity settings?  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught? | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

**Content Analysis Score for Standard 5 (Grades 6-8)**

$$\boxed{4} + \boxed{3} + \boxed{0} = \boxed{7}$$

(Add the numbers across for the total score and place score on scorecard, page 137.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 6

### Grades 6-8

The content analysis for standard 6, grades 6-8, is completed by placing a check in the box corresponding to "2", "1", or "0", after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 6.

**Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction**

**Does the curriculum include**

Fully <b>2</b>	Partially <b>1</b>	No* <b>0</b>
-------------------	-----------------------	-----------------

1. Specific lessons about the role of physical activity as a means for group membership and positive social interaction and the importance of this type of interaction throughout history and in different cultures?
2. Specific lessons that allow students to increase their opportunities for improved self-confidence and self-esteem through physical activity?
3. Specific lessons that enable students to experience avenues of self-expression provided by activities such as dance, gymnastics, and other forms of artistic movement?
4. Specific lessons that teach students the differences between personal challenges and competition and provide the opportunity for students to choose at least one personally challenging physical activity to attempt?
5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and subsequently taught?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Content Analysis Score for Standard 6 (Grades 6-8)**

(Add the numbers across for the total score and place score on scorecard, page 137.)

$$\boxed{0} + \boxed{5} + \boxed{0} = \boxed{5}$$

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Template for Additional Standards for Content Analysis, Grades 6-8

**Standard:** Write out the additional physical education standard below.

*NA*

---



---

To complete the following section, identify the four main components that are essential for students to know or be able to do in order to achieve the standard. Proceed to determine how well the written curriculum addresses each with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.

**Does the curriculum include**

**Fully**      **Partially**      **No\***  
**2**            **1**            **0**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

**Content Analysis Score**

(Add the numbers across for the total score and place score on scorecard, page 137.)

+  +  =

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Student Assessment Analysis for Standard 1

### Grades 6-8

The student assessment analysis for standard 1, grades 6-8, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 1.

**Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

**Does the curriculum include**

	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Protocols for assessing advanced forms of movement skills including nonlocomotor and manipulative, such as asking students to demonstrate striking an object with another object (e.g., striking a ball with a bat)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing students skill level in specialized movement skills, such as having students demonstrate a tennis overhand serve, or badminton smash for individual noncompetitive activity, competitive activity, team court sports, and team field sports?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students skill level in the combination of two or more specialized or fundamental movement forms, such as asking students to demonstrate dribbling and passing or receiving and passing an object against a defender?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing students' ability to apply a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills (e.g., asking students to demonstrate the ability to perform a routine using manipulative equipment to music).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 1 (Grades 6-8)**

$$\boxed{6} + \boxed{3} + \boxed{0} = \boxed{9}$$

(Add the numbers across for the total score and place score on scorecard, page 137.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 2

### Grades 6-8

The student assessment analysis for standard 2, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 2.

**Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

***Does the curriculum include***

<b>Fully</b>	<b>Partially</b>	<b>No*</b>
<b>2</b>	<b>1</b>	<b>0</b>

- |  |                                     |                                     |                          |
|--|-------------------------------------|-------------------------------------|--------------------------|
| 1. Protocols for assessing students’ ability to explain and demonstrate the critical features of movement forms, such as the features of the overhand tennis serve, golf swings, or basketball shooting?   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 2. Protocols for assessing advanced movement concepts, such as asking students to explain and demonstrate game tactics for invasion and net activities?  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. Protocols for assessing a variety of concepts of the mechanics of movement, such as asking students to explain the concepts of air and water resistance or relationships between spin and rebound?  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Protocols for assessing students’ ability to perform advanced motor learning and motor development concepts, such as asking students to explain the role of long-term memory in physical movements, speed and accuracy tradeoff, and the role of physical abilities in performing movement? | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

**Student Assessment Score for Standard 2 (Grades 6-8)**

$$\boxed{4} + \boxed{3} + \boxed{0} = \boxed{7}$$

(Add the numbers across for the total score and place score on scorecard, page 137.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment and multiple levels of competency; **1 = Partially:** Does include 1 or more protocols but not multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 3

### Grades 6-8

The student assessment analysis for standard 3, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 3.

#### Standard 3: Participates regularly in physical activity

##### Does the curriculum include

	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Protocols for assessing students’ ability to identify opportunities for participation in moderate and vigorous physical activities in school and nonschool settings (e.g., ask students to record community-based physical activities they participated in)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing students’ ability to use fitness assessment results to establish personal physical activity programs to reflect personal goals and interests?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students’ knowledge about basic concepts within principles of training and how to apply them when establishing personal physical activity goals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing students’ ability to independently self-Monitor and regulate physical activity behavior (e.g., asking students to record daily physical activity and explain how any adjustments were made to regulate behavior)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Student Assessment Score for Standard 3 (Grades 6-8)

$$\boxed{0} + \boxed{5} + \boxed{0} = \boxed{5}$$

(Add the numbers across for the total score and place score on scorecard, page 137.)

SCORE

#### \* Key for Scoring

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 4

### Grades 6-8

The student assessment analysis for standard 4, grades 6-8, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 4.

**Standard 4: Achieves and maintains a health-enhancing level of physical fitness**

***Does the curriculum include***

	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Protocols for assessing students’ knowledge about and ability to assess personal fitness and eventually use the information to establish personalized fitness plans?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing students’ knowledge about the basic concepts within various principles of training (e.g., threshold, overload, specificity) and how to apply the principles to their own programs for improving personal fitness?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students’ capacity to participate in activities for improving each component of fitness, without undue fatigue (e.g., asking students to demonstrate the ability to maintain a circuit training session for improving cardiorespiratory endurance and muscular strength)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Protocols for analyzing students’ personal health-related fitness programs, including an analysis of their ability to monitor their own heart rate, perceived exertion, and breathing rate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 4 (Grades 6-8)**

$$\boxed{2} + \boxed{4} + \boxed{0} = \boxed{6}$$

(Add the numbers across for the total score and place score on scorecard, page 137.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 5

### Grades 6-8

The student assessment analysis for standard 5, grades 6-8, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 5.

**Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

***Does the curriculum include***

<b>Fully</b>	<b>Partially</b>	<b>No*</b>
<u>2</u>	<u>1</u>	<u>0</u>

1. Protocols for assessing students' ability to work in groups, apply problem solving skills (e.g., during an orienteering activity), and utilize conflict resolution skills?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------

2. Protocols for assessing student knowledge and skills in teaching (e.g., asking students to teach their peers) and identifying specific rules, etiquette, and procedures for sports and games played during and outside of physical education class?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------

3. Protocols for assessing student knowledge of and ability to apply safety protocols to a variety of activities and sports they participate in during and outside of physical education (e.g., asking students to explain, through written format, how safety protocols were important during a family bike ride)?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------

4. Protocols for analyzing students' personal and social respect regarding individual differences within and outside of physical education, such as observing students' social behavior during class?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

**Student Assessment Score for Standard 5 (Grades 6-8)**

6	+	2	+	0	=	8
---	---	---	---	---	---	---

(Add the numbers across for the total score and place score on scorecard, page 137.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 6

### Grades 6-8

The student assessment analysis for standard 6, grades 6-8, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 6.

#### **Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction**

***Does the curriculum include***

Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
-------------------	-----------------------	-----------------

1. Protocols for assessing students' knowledge about the role of physical activity in group and larger social interactions, such as asking students to identify and explain the social role of games played in cultures across the world?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

2. Protocols for assessing students' ability to self-select appropriate physical activities they enjoy and explain their reasons for enjoyment (either written or verbally)?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------

3. Protocols for assessing students' ability to identify the importance of self-expression through movement, such as asking students to explain and demonstrate certain types of dance and gymnastics?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------

4. Protocols for assessing students' ability and motivation to identify new challenges in physical activity, such as asking students to create a new game or sport?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------

5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

**Student Assessment Score for Standard 6 (Grades 6-8)**

6	+	2	+	0	=	8
---	---	---	---	---	---	---

(Add the numbers across for the total score and place score on scorecard, page 137.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Template for Additional Standards for Student Assessment Analysis, Grades 6-8

**Standard:** Write out the additional physical education standard below.

*Ma*

To complete the following section, identify the four types of protocols that are essential for assessing student knowledge and skills. Proceed to determine the extent to which the written curriculum includes these protocols with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.

**Does the curriculum include**

**Fully**  
2

**Partially**  
1

**No\***  
0

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

**Student Assessment Analysis Score**

(Add the numbers across for the total score and place score on scorecard, page 137.)

+  +  =

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## SCORECARD FOR CONTENT AND STUDENT ASSESSMENT ANALYSES

### Grades 6-8

To complete the scorecard for content and student assessment analyses (grades 6-8), transfer the individual scores for each standard from the preceding pages.

NATIONAL STANDARD	CONTENT ANALYSIS SCORE	STUDENT ASSESSMENT ANALYSIS SCORE
1	8	9
2	6	7
3	5	5
4	7	6
5	7	8
6	5	8
<b>ADDITIONAL STANDARDS</b>		

Note: Add each of these scores to the overall PECAT scorecard on page 173.

## **Grades 9-12**

## Student Expectations at the End of Grade 12

**Standard 1: The learner demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

***By the end of grade 12, students should:***

- Possess motor skills and movement patterns to perform a variety of physical activities to a degree of success that makes the activities enjoyable.
- Demonstrate basic and advanced skills and tactics to participate in at least three of the following different types of movement forms: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self- defense, dance, and gymnastics.
- Demonstrate basic skills and tactics to participate in at least two other movement forms from the above list.

**Standard 2: The learner demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

***By the end of grade 12, students should:***

- Demonstrate the knowledge and understanding necessary to develop scientifically based personal activity plans that include self-selected physical activities and sports.
- Use complex movement concepts and principles to independently refine their skills and apply them to the learning of new skills.
- Integrate advanced physical activities so that the ability to learn, self-assess, and improve movement skills exists independently.
- Recognize elite-level performance.

**Standard 3: The learner participates regularly in physical activity.**

***By the end of grade 12, students should:***

- Fully recognize and understand the significance of physical activity in maintaining a healthy lifestyle and possess the skills, knowledge, interest, and desire to maintain an active lifestyle.
- Willingly participate on a regular basis in physical activities that contribute to the attainment and maintenance of personal physical activity goals.
- Make decisions about their physical activity participation and assume a role in managing their participation based on personal interests, capabilities, and resources.
- Possess adequate movement and behavioral skills that provide a basis for continued learning and regular physical activity participation.
- Independently apply appropriate training principles to their physical activity and use pertinent scientific principles to enhance their participation in a specific activity or sport.
- Demonstrate an understanding of how and why adult patterns of physical activity participation change over time.

**Standard 4: The learner achieves and maintains a health-enhancing level of physical fitness.**

***By the end of grade 12, students should:***

- Assume greater self-responsibility in their lives and display greater autonomy in their personal behaviors.
- Demonstrate responsibility for their health-related fitness status by participating on a regular basis in appropriate physical activities.
- Engage in activities in a variety of settings (e.g., school, home, workplace, community) for the purpose of achieving and maintaining health-related fitness.
- Interpret information from fitness tests and use the information to plan and design their own programs to achieve and maintain personal fitness goals that encompass all components of fitness.

**Standard 5: The learner exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

***By the end of grade 12, students should:***

- Demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in a physical activity setting.
- Demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.
- Be able to respond to potentially explosive interactions with others by mediating and settling conflicts.
- Synthesize and evaluate knowledge regarding the role of physical activity in a culturally diverse society.
- Make enlightened personal choices for engaging in physical activity over the life span recognizing the influence of age, disability, gender, race, ethnicity, socioeconomic status, and culture.
- Develop a personal philosophy of physical activity participation that reflects personal practices in a variety of physical activity settings.

**Standard 6: The learner values physical activity for health, enjoyment, challenge, selfexpression, and/or social interaction.**

***By the end of grade 12, students should:***

- Be more comfortable with their new interests and their physiques, thus once again enjoying movement for the sheer pleasure of moving.
- Enjoy the challenge of working hard to better their skills and feel satisfaction when they are successful in improving and while pursuing personal goals.
- Enjoy selected activities for regular participation either alone or with friends.
- Express several reasons why participation in regularly selected activities is enjoyable and desirable.

## Content Analysis for Standard 1

### Grades 9-12

The content analysis for standard 1, grades 9-12, is completed by placing a check in the box corresponding to "2", "1", or "0", after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 1.

**Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

***Does the curriculum include***

Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
-------------------	-----------------------	-----------------

1. Specific lessons about basic and advanced skills for at least three of the following types of activities: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, dance, and gymnastics?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

2. Specific lessons about increasingly advanced specialized motor skills such as karate kicks, forehand and backhand tennis strokes, or step aerobics?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

3. Specific lessons about the combination of two or more specialized movement forms, such as a discus throw (e.g., spin, jump, land, and drive) or a series of dance steps performed to music?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

4. Specific lessons that allow for follow-up learning experiences to use basic and advanced skills and tactics of movement forms in applied settings (e.g., initial practice of polka steps broken down into basic form, followed by demonstrating the correct pattern for the polka with music)?

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	--------------------------	-------------------------------------

5. Specific instructions that clearly indicate the appropriate grade level at which each motor and movement skill should be introduced and subsequently taught?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

**Content Analysis Score for Standard 1 (Grades 9-12)**

$$\boxed{0} + \boxed{4} + \boxed{0} = \boxed{4}$$

(Add the numbers across for the total score and place score on scorecard, page 171.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 2

### Grades 9-12

The content analysis for standard 2, grades 9-12, is completed by placing a check in the box corresponding to "2", "1", or "0", after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 2.

**Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

**Does the curriculum include**

Fully <b>2</b>	Partially <b>1</b>	No* <b>0</b>
-------------------	-----------------------	-----------------

1. Specific lessons on critical features of movement forms, such as teaching students about the critical features of all specialized skills taught in grades 9-12?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------

2. Specific lessons on movement concepts, including game, physical activity, and sport tactics taught throughout grades 9-12?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

3. Specific lessons on the mechanics of movement, such as torque, projectile distance, buoyancy, or the application of biomechanical principles to the self-assessment of motor skills?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------

4. Specific lessons on motor learning and motor development concepts (e.g., discussing the role of short-term improvement in the learning process; stages of learning; or the role of reaction time across all age groups)?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

5. Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------

**Content Analysis Score for Standard 2 (Grades 9-12)**

$$\boxed{4} + \boxed{3} + \boxed{0} = \boxed{7}$$

(Add the numbers across for the total score and place score on scorecard, page 171.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 3

### Grades 9-12

The content analysis for standard 3, grades 9-12, is completed by placing a check in the box corresponding to "2", "1", or "0", after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 3.

#### **Standard 3: Participates regularly in physical activity**

##### **Does the curriculum include**

	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons that teach students why patterns of participation in moderate and vigorous physical activity change over the life-span and how much activity is recommended for their age and for adults?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons that teach students how to independently develop and implement a personal physical activity program, based upon self-assessed physical activity and fitness, and personal choices and interests?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that allow students to independently apply training principles to their own participation in their favorite activities and/or sports?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons that allow students to monitor physical activity and use appropriate behavior change strategies for improvement (e.g., goal setting, identifying social support systems)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### **Content Analysis Score for Standard 3 (Grades 9-12)**

(Add the numbers across for the total score and place score on scorecard, page 171.)

$$\boxed{0} + \boxed{2} + \boxed{0} = \boxed{8}$$

**SCORE**

#### **\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 4

### Grades 9-12

The content analysis for standard 4, grades 9-12, is completed by placing a check in the box corresponding to "2", "1", or "0", after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 4.

**Standard 4: Achieves and maintains a health-enhancing level of physical fitness**

**Does the curriculum include**

	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Specific lessons on appropriate activities for each component of fitness, as well as activities that will help students meet their personal fitness goals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons on basic exercise physiology concepts, such as: the brain's ability to send signals and receive them from muscles, the cardiorespiratory system's ability to adapt to varying levels of intense physical activity, and the principles of training in preparing for competitive sports or recreational activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons on age- and gender-appropriate health-related fitness standards and how to monitor and interpret personal fitness data?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons that allow students to develop a personal health-related fitness program, including specific goals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Content Analysis Score for Standard 4 (Grades 9-12)**

$$\boxed{4} + \boxed{3} + \boxed{0} = \boxed{7}$$

(Add the numbers across for the total score and place score on scorecard, page 171.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 5

### Grades 9-12

The content analysis for standard 5, grades 9-12, is completed by placing a check in the box corresponding to "2", "1", or "0", after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 5.

**Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

**Does the curriculum include**

<b>Fully</b>	<b>Partially</b>	<b>No*</b>
<b>2</b>	<b>1</b>	<b>0</b>

- |   |                          |                                     |                                     |
|---|--------------------------|-------------------------------------|-------------------------------------|
| 1. Specific lessons that provide students with an opportunity to demonstrate leadership, such as leading a walking club during after-school hours or coordinating a community service project to promote physical activity?                               | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 2. Specific lessons that ask students to engage in establishing and teaching rules, protocol, and etiquette of various sports and games played during and outside of physical education class?  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 3. Specific lessons that allow physical educators to teach and discuss the safety issues and protocols that exist within a variety of physical activities, fitness testing, games, and sports (e.g., setting up safety procedures to guide a class hike)? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 4. Specific lessons that challenge students to identify and reflect on the influence of age, disability, gender, race, ethnicity, environment, and culture on physical activity participation?  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?                                   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

**Content Analysis Score for Standard 5 (Grades 9-12)**

$$\boxed{0} + \boxed{4} + \boxed{0} = \boxed{4}$$

(Add the numbers across for the total score and place score on scorecard, page 171.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Content Analysis for Standard 6

### Grades 9-12

The content analysis for standard 6, grades 9-12, is completed by placing a check in the box corresponding to "2", "1", or "0", after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 6.

**Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction**

***Does the curriculum include***

	<b>Fully <u>2</u></b>	<b>Partially <u>1</u></b>	<b>No* <u>0</u></b>
1. Specific lessons on the role and influence of physical activity in different cultures (e.g., the importance of specific sports and games in different countries)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Specific lessons that allow students to analyze the characteristics of sports and physical activities that are personally enjoyable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons that allow students to know and discuss the role of artistic concepts in physical activity, such as why movement for self-expression is enjoyable and satisfying?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons that teach students the differences between personal challenges and competition and provide the opportunity for students to choose at least two personally challenging physical activities to attempt?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and subsequently taught?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Content Analysis Score for Standard 6 (Grades 9-12)**

(Add the numbers across for the total score and place score on scorecard, page 171.)

$$\boxed{2} + \boxed{3} + \boxed{0} = \boxed{5}$$

**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Template for Additional Standards for Content Analysis, Grades 9-12

**Standard:** Write out the additional physical education standard below.

nh

To complete the following section, identify the four main components that are essential for students to know or be able to do to achieve the standard. Proceed to determine how well the written curriculum addresses each with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.

**Does the curriculum include**

Fully  
2

Partially  
1

No\*  
0

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?

**Content Analysis Score**

(Add the numbers across for the total score and place score on scorecard, page 171.)

+  +  =

SCORE

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

## Student Assessment Analysis for Standard 1

### Grades 9-12

The student assessment analysis for standard 1, grades 9-12, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 1.

**Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

***Does the curriculum include***

<b>Fully</b>	<b>Partially</b>	<b>No*</b>
<b><u>2</u></b>	<b><u>1</u></b>	<b><u>0</u></b>

- |   |                          |                                     |                                     |
|---|--------------------------|-------------------------------------|-------------------------------------|
| 1. Protocols for assessing student skill levels in at least three of the following types of activities: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, dance, and gymnastics?   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2. Protocols for determining competency in movement skills, such as asking students to demonstrate karate kicks, forehand and backhand tennis strokes, or step aerobics?  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 3. Protocols for assessing students' ability to combine two or more specialized movement forms, such as asking students to demonstrate or explain the discus throw or a series of dance steps?  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 4. Protocols for assessing students' ability to apply a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills, such as asking students to demonstrate the ability to perform a routine using manipulative equipment to music? | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

**Student Assessment Score for Standard 1 (Grades 9-12)**

$$\boxed{0} + \boxed{4} + \boxed{0} = \boxed{4}$$

(Add the numbers across for the total score and place score on scorecard, page 171.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 2

### Grades 9-12

The student assessment analysis for standard 2, grades 9-12, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 2.

**Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

***Does the curriculum include***

<b>Fully</b>	<b>Partially</b>	<b>No*</b>
<b><u>2</u></b>	<b><u>1</u></b>	<b><u>0</u></b>

- |   |                                     |                                     |                          |
|---|-------------------------------------|-------------------------------------|--------------------------|
| 1. Protocols for determining students’ ability to describe and demonstrate the critical features of movement forms for all specialized skills taught in grades 9-12?  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 2. Protocols for assessing advanced movement concepts, such as asking students to describe and demonstrate tactics for all games, physical activities, and sports taught in grades 9-12?  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Protocols for assessing students’ knowledge of concepts of the mechanics of movement, such as asking students to explain the concepts of torque, projectile distance, buoyancy, or the application of biomechanics principles to the self-assessment of motor skills?                      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. Protocols for assessing students’ knowledge of ability to perform advanced motor learning and motor development concepts, such as asking students to explain the role of short-term physical improvements in the learning process, stages of learning, or the reaction time as people age? | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

**Student Assessment Score for Standard 2 (Grades 9-12)**

$$\boxed{4} + \boxed{3} + \boxed{0} = \boxed{7}$$

(Add the numbers across for the total score and place score on scorecard, page 171.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 3

### Grades 9-12

The student assessment analysis for standard 3, grades 9-12, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 3.

**Standard 3: Participates regularly in physical activity**

**Does the curriculum include**

	<b>Fully <u>2</u></b>	<b>Partially <u>1</u></b>	<b>No* <u>0</u></b>
1. Protocols for assessing students' knowledge (e.g., through written exams or quizzes) about patterns of physical activity participation and how they change over the life span?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for determining students' ability to independently develop and implement a personal physical activity program, such as asking students to write a comprehensive program and identify reasons for their choice of physical activities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for determining students' ability to independently apply training principles to their own participation in their favorite activities and/or sports, such as asking students which principles of training are being utilized in basketball?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Protocols for determining students' capacity to monitor their own physical activity and use appropriate behavior change strategies to positively influence their activity patterns?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 3 (Grades 9-12)**

$$\boxed{8} + \boxed{1} + \boxed{0} = \boxed{9}$$

(Add the numbers across for the total score and place score on scorecard, page 171.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 4

### Grades 9-12

The student assessment analysis for standard 4, grades 9-12, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 4.

**Standard 4: Achieves and maintains a health-enhancing level of physical fitness**

***Does the curriculum include***

	<b>Fully <u>2</u></b>	<b>Partially <u>1</u></b>	<b>No* <u>0</u></b>
1. Protocols for determining student knowledge about the appropriate activities for each component of fitness as well as the activities that will help students meet their personal goals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Protocols for knowledge about the basic concepts of exercise physiology, such as asking students to identify and explain two or more principles of training that influence their own personal physical activity program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Protocols for determining students' knowledge about fitness testing standards and their ability to monitor and interpret personal fitness data?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Protocols for analyzing students' personal health-related fitness programs, including an analysis of their personal fitness goals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 4 (Grades 9-12)**

$$\boxed{6} + \boxed{2} + \boxed{0} = \boxed{8}$$

(Add the numbers across for the total score and place score on scorecard, page 171.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Student Assessment Analysis for Standard 5

### Grades 9-12

The student assessment analysis for standard 5, grades 9-12, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 5.

**Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

***Does the curriculum include***

	<b>Fully <u>2</u></b>	<b>Partially <u>1</u></b>	<b>No* <u>0</u></b>
1. Protocols for assessing students' ability to take initiative in leadership opportunities, such as determining how well a student used input from many students to develop an afterschool walking club?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing students' knowledge, skills, and ability in teaching and identifying specific rules, etiquette, and procedures for sports and games played during and outside of physical education class?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students' knowledge, skills, and ability to set up safety procedures for a variety of physical activities, fitness testing, games, and sports?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Protocols for analyzing students' knowledge about the influence of age, disability, gender, race, ethnicity, environment, and culture on physical activity participation, such as asking students to conduct audits of the built environment (e.g., sidewalks and curb ramps around their school)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Score for Standard 5 (Grades 9-12)**

$$\boxed{0} + \boxed{5} + \boxed{0} = \boxed{5}$$

(Add the numbers across for the total score and place score on scorecard, page 171.)

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## Template for Additional Standards for Student Assessment Analysis, Grades 9-12

**Standard:** Write out the additional physical education standard below.

*Wk*

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*To complete the following section, identify the four types of protocols that are essential for assessing student knowledge and skills. Proceed to determine the extent to which the written curriculum includes these protocols with the same scoring system used throughout the PECAT (i.e., fully, partially, or not at all). Question 5 for each additional standard will remain the same. Photocopy this page for any additional standards.*

<b>Does the curriculum include</b>	<b>Fully <u>2</u></b>	<b>Partially <u>1</u></b>	<b>No* <u>0</u></b>
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Student Assessment Analysis Score**

(Add the numbers across for the total score and place score on scorecard, page 171.)

$$\square + \square + \square = \square$$

**SCORE**

**\* Key for Scoring**

**2 = Fully:** Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 = Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

## SCORECARD FOR CONTENT AND STUDENT ASSESSMENT ANALYSES

### Grades 6-8

To complete the scorecard for content and student assessment analyses (grades 6-8), transfer the individual scores for each standard from the preceding pages.

NATIONAL STANDARD	CONTENT ANALYSIS SCORE	STUDENT ASSESSMENT ANALYSIS SCORE
1	4	4
2	7	7
3	8	9
4	7	8
5	4	5
6	5	6
<b>ADDITIONAL STANDARDS</b>		

Note: Add each of these scores to the overall PECAT scorecard on page 173.

## OVERALL PECAT SCORECARD

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

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

## PECAT MULTIPLE CURRICULA COMPARISON SCORECARD GRADES 6-8

	Content Analysis Score for Grades K-2					Student Assessment Analysis Scores For Grades K-2			
	<i>Curricula being analyzed</i>					<i>Curricula being analyzed</i>			
	Name:	Name:	Name:	Name:		Name:	Name:	Name:	Name:
Standard #1					Standard #1				
Standard #2					Standard #2				
Standard #3					Standard #3				
Standard #4					Standard #4				
Standard #5					Standard #5				
Standard #6					Standard #6				
<b>Additional Standards:</b>					<b>Additional Standards:</b>				
#1					#1				
#2					#2				
#3					#3				
#4					#4				

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**PECAT MULTIPLE CURRICULA COMPARISON SCORECARD  
GRADES 9-12**

	Content Analysis Score for Grades K-2					Student Assessment Analysis Scores For Grades K-2			
	<i>Curricula being analyzed</i>					<i>Curricula being analyzed</i>			
	Name:	Name:	Name:	Name:		Name:	Name:	Name:	Name:
Standard #1					Standard #1				
Standard #2					Standard #2				
Standard #3					Standard #3				
Standard #4					Standard #4				
Standard #5					Standard #5				
Standard #6					Standard #6				
<i>Additional Standards:</i>					<i>Additional Standards:</i>				
#1					#1				
#2					#2				
#3					#3				
#4					#4				

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## SPARK Alignment with New York Physical Education Standards Elementary K-2 (Version 2008)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p><b>Students will</b> have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p> <p><b>Key Idea: Students will:</b></p> <p><b>1a:</b> perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.</p> <p><b>1b:</b> design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.</p>			
Participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Fitness Introduction</li> <li>• Flexibility</li> <li>• Body Management and Balance</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• Building a Foundation</li> </ul>
Develop physical fitness skills through regular practice, effort, and perseverance.	Jumping Rubric	<ul style="list-style-type: none"> <li>• Individual Rope Jumping I and II</li> <li>• Stunts Circuit</li> <li>• Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Balance, Stunts, and Tumbling</li> <li>• Building a</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement.	Manipulatives Rubric	Introduction <ul style="list-style-type: none"> <li>• Manipulatives Circuit</li> <li>• Locomotor Skills, Levels, and Directions</li> <li>• Basic Body Positions</li> </ul>	Foundation <ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
Understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition).	Debrief	<ul style="list-style-type: none"> <li>• Fitness Introduction</li> <li>• Stunts Introduction</li> <li>• Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> <li>• Building a Foundation</li> </ul>
Demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component,	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Fitness Introduction</li> <li>• Fitness Introduction (SPARK It Up!)</li> <li>• Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a Foundation</li> <li>• Building a Foundation</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
and establish personal goals to improve their fitness.			
Understand the relationship between physical activity and individual well being.	Parachute Rubric	<ul style="list-style-type: none"> <li>• Emotion Motion</li> <li>• Parachute Fitness</li> <li>• Showtime</li> </ul>	<ul style="list-style-type: none"> <li>• ASAP</li> <li>• Parachute</li> <li>• Balance, Stunts, and Tumbling</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p><b>Students will</b> acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.  <b>Key Idea: Students will:</b></p> <p><b>2a:</b> demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.</p> <p><b>2b:</b> be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.</p>			
Contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities.	Games Rubric	<ul style="list-style-type: none"> <li>• Cat and Mice</li> <li>• Squirrels in the Trees</li> <li>• High-Five Tag</li> </ul>	<ul style="list-style-type: none"> <li>• Recess Activities</li> <li>• Games</li> <li>• ASAP</li> </ul>
Come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment.	Parachute Rubric	<ul style="list-style-type: none"> <li>• Parachute Introduction</li> <li>• Create a Dance</li> <li>• Showtime</li> </ul>	<ul style="list-style-type: none"> <li>• Parachute</li> <li>• Dance</li> <li>• Balance, Stunts, and Tumbling</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Work constructively with others to accomplish a variety of goals and tasks.	Games Rubric	<ul style="list-style-type: none"> <li>• Houdini Hoops</li> <li>• Frog Crossing</li> <li>• Oxygen Boogie</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Games</li> <li>• Games</li> </ul>
Know how injuries from physical activity can be prevented or treated.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Fitness Introduction</li> <li>• Stunts Introduction</li> <li>• General Space and Creative Moves</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Balance, Stunts, and Tumbling</li> <li>• Building a Foundation</li> </ul>
Demonstrate care, consideration, and respect of self and others during physical activity.	Parachute Rubric	<ul style="list-style-type: none"> <li>• Capture the Orb</li> <li>• Partner Stunts</li> <li>• Scoops and Balls in Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Parachute</li> <li>• Balance, Stunts, and Tumbling</li> <li>• Catching and Throwing</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p><b>Students will</b> understand and be able to manage their personal and community resources.  <b>Students will:</b></p> <p><b>3a:</b> will be aware of and able to access opportunities available to them within their community to engage in physical activity.</p> <p><b>3b:</b> be informed consumers and be able to evaluate facilities and programs.</p> <p><b>3c:</b> be aware of some career options in the field of physical fitness and sports.</p>			
<p>Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time.</p>	<p>Debrief</p>	<ul style="list-style-type: none"> <li>• Individual Rope Jumping I (Home Play)</li> <li>• 2-Square (Home Play)</li> <li>• Volleying and Striking Introduction (Home Play)</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Recess Activities</li> <li>• Dribbling, Volleying, and Striking</li> </ul>
<p>Become discriminating consumers of fitness information, health-related</p>	<p>Debrief</p>	<ul style="list-style-type: none"> <li>• Fitness Introduction (Wellness)</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Kicking and</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
fitness activities in their communities, and fitness and sports equipment.		Integration) • Soccer Golf (Wellness Integration) • Hoop Rolling (Wellness Integration)	Trapping • Manipulatives
Demonstrate the ability to apply the decision making process to physical activity.	Dance Rubric	• Create a Dance • Showtime • Tempos and Creative Moves	• Dance • Balance, Stunts, and Tumbling • Building a Foundation

## SPARK Alignment with New York Physical Education Standards Elementary 3-6 (Version 2007)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p><b>Students will</b> have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p> <p><b>Key Idea: Students will:</b></p> <p><b>1a:</b> perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.</p> <p><b>1b:</b> design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.</p>			
Participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area.	Fitness Circuits Think About	<ul style="list-style-type: none"> <li>• Resistance Band Workout</li> <li>• Flexibility Circuit</li> <li>• Body Composition BINGO</li> <li>• Number Run</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Walk/Jog/Run</li> </ul>
Develop physical fitness skills through regular practice, effort, and perseverance.	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> <li>• Moving for Time</li> <li>• Fitness Grids</li> <li>• Partner Mixed Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Map Challenges</li> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> </ul>

Demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement.	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> <li>• Look, Learn and Leave</li> <li>• 4 Corners</li> <li>• Capture the Flag</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• ASAP</li> <li>• Aerobic Games</li> </ul>
Understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition).	Fitness Circuits Performance Rubric	<ul style="list-style-type: none"> <li>• Body Composition Circuit</li> <li>• Muscular Strength and Endurance Circuit</li> <li>• Fun and Flexibility with a Friend</li> <li>• Aerobic Capacity Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Fitness Circuits</li> </ul>
Demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness.	Group Fitness Think About	<ul style="list-style-type: none"> <li>• Mixed Fitness Circuit</li> <li>• Create a Routine</li> <li>• Personal Best Day</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Circuits</li> <li>• Group Fitness</li> <li>• Personal Best Day</li> </ul>
Understand the relationship between physical activity and individual well being.	Fitness Challenges Performance Rubric	<ul style="list-style-type: none"> <li>• Fitness in the Middle</li> <li>• Fitness Grids</li> <li>• Survivor</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> </ul>



Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p><b>Students will</b> acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.  <b>Key Idea: Students will:</b></p> <p><b>2a:</b> demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.</p> <p><b>2b:</b> be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.</p>			
Contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities.	Chasing and Fleeing Self-Check	<ul style="list-style-type: none"> <li>• 4-Corner Scramble</li> <li>• Addition Tag</li> <li>• Look, Learn and Leave</li> </ul>	<ul style="list-style-type: none"> <li>• Recess Activities</li> <li>• Chasing and Fleeing</li> <li>• Stunts and Tumbling</li> </ul>
Come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment.	Hockey Self-Check	<ul style="list-style-type: none"> <li>• Mini-Hockey</li> <li>• Quick-Play Mini-Football</li> <li>• Mini-Basketball</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Football</li> <li>• Basketball</li> </ul>
Work constructively with	Cooperative All-Star	<ul style="list-style-type: none"> <li>• Group Juggling</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> </ul>

others to accomplish a variety of goals and tasks.	Self Check	<ul style="list-style-type: none"> <li>• Stepping Stones</li> <li>• Beat the Clock</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> </ul>
Know how injuries from physical activity can be prevented or treated.	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> <li>• Daily Dozen</li> <li>• Batting Practice</li> <li>• Medicine Ball Madness</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Softball</li> <li>• Group Fitness</li> </ul>
Demonstrate care, consideration, and respect of self and others during physical activity.	Cooperative All-Star Self Check	<ul style="list-style-type: none"> <li>• Cooperative Countdown</li> <li>• VIP Tag</li> <li>• Designated Driver</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Chasing and Fleeing</li> <li>• Cooperatives</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p><b>Students will</b> understand and be able to manage their personal and community resources.  <b>Students will:</b></p> <p><b>3a:</b> will be aware of and able to access opportunities available to them within their community to engage in physical activity.</p> <p><b>3b:</b> be informed consumers and be able to evaluate facilities and programs.</p> <p><b>3c:</b> be aware of some career options in the field of physical fitness and sports.</p>			
<p>Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time.</p>	<p>Recess Activities Self-Check</p>	<ul style="list-style-type: none"> <li>• Home Play</li> <li>• Wall Ball</li> <li>• Flying Disc Golf</li> </ul>	<ul style="list-style-type: none"> <li>• Various Units</li> <li>• Recess Activities</li> <li>• Flying Disc</li> </ul>
<p>Become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment.</p>	<p>Group Fitness Think About</p>	<ul style="list-style-type: none"> <li>• Bench Step Basics</li> <li>• Resistance Band Workout</li> <li>• Stability Ball Fun</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Group Fitness</li> <li>• Group Fitness</li> </ul>

<p>Demonstrate the ability to apply the decision making process to physical activity.</p>	<p>Movement Bands Create a Routine Performance Rubric</p>	<ul style="list-style-type: none"> <li>• Create a Routine</li> <li>• Create a Routine</li> <li>• Create a Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Movement Bands</li> <li>• Dance</li> </ul>
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SPARK Alignment with New York Physical Education Standards  
Intermediate (Version 2011) <sup>6-8</sup>~~3-5~~ grade

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p> <p><b>Key Idea: Students will:</b></p> <p><b>1a:</b> perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.</p> <p><b>1b:</b> design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.</p>			
<p>Demonstrate competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area.</p>	<p>Personally Fit Activity Challenge: In the Mood to Move</p>	<ul style="list-style-type: none"> <li>• Stability Ball and Medicine Ball Workout</li> <li>• Combining Aerobic Capacity and Flexibility</li> <li>• Fun and Fitness Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness</li> <li>• Fitness</li> <li>• ASAP</li> </ul>
<p>Know that motor skills progress in complexity and need to be</p>	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Progressions</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts</li> <li>• Handball</li> </ul>

used in the context of games and sports with additional environmental constraint.	<ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Extreme Rally</li> <li>• Keep Away (3-on-1)</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> </ul>
Combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment.	<p>Specific Unit:</p> <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self-Check</li> <li>• Peer Coach</li> </ul> <p>Sample debrief question: <i>What tip can you give your partner if they are having trouble throwing their ball with sufficient force to reach their target?</i></p>	<ul style="list-style-type: none"> <li>• Shooting Drills</li> <li>• Volleyball Stations</li> <li>• Shooting Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Volleyball</li> <li>• Hockey</li> </ul>
Understand the relationship between physical activity and the prevention of illness, disease, and premature death.	<p>Sample debrief question: <i>What are the benefits over time of participating in physical activities and exercise on a regular basis?</i> <i>What are some health-related problems that can develop due to lack of fitness?</i></p>	<ul style="list-style-type: none"> <li>• Gotta Have Heart</li> <li>• Aerobic Capacity Circuit</li> <li>• Body Composition Circuit</li> </ul>	Fitness

<p>Develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity.</p>	<p>Personally Fit <i>Gotta Have Heart Extension: Recovery Heart Rate</i></p>	<p>Personally Fit</p>	<p>Personally Fit</p>
<p>Develop leadership, problem solving, cooperation, and team work by participating in group activities.</p>	<p>Self Check (Cooperatives) Teacher Rubric (Cooperatives)</p>	<ul style="list-style-type: none"> <li>• Moon Ball</li> <li>• Centepede Pass</li> <li>• Adventure Racing 101</li> <li>• Poker Adventure Race</li> <li>• Flag Grab</li> <li>• Hoopla Adventure Race</li> </ul>	<p>Cooperatives</p>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p><b>Students will</b> acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p><b>Key Idea: Students will:</b></p> <p><b>2a:</b> demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.</p> <p><b>2b:</b> be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.</p>			
<p>Understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety.</p>	<p>Sample debrief questions:  <i>What types of stretches are unsafe? Why?</i>  <i>What are some precautions you can take when exercising in extreme heat?</i></p>	<ul style="list-style-type: none"> <li>• Basic Exercise Techniques</li> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> </ul>	<p style="text-align: center;">Fitness</p>
<p>Develop skills of cooperation</p>	<ul style="list-style-type: none"> <li>• Coulda, Shoulda,</li> </ul>	<ul style="list-style-type: none"> <li>• Radio Control</li> </ul>	<p>Cooperatives</p>

and collaboration, as well as fairness, sportsmanship, and respect for others.	<p>Woulda (Cooperatives)</p> <ul style="list-style-type: none"> <li>• Teacher Rubric (Cooperatives)</li> </ul>	<ul style="list-style-type: none"> <li>• Phone Home</li> <li>• Pattern Passing</li> <li>• Turnstile</li> <li>• Boulder Runner</li> </ul>	
Work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved.	Teacher Rubric (Cooperatives)	<ul style="list-style-type: none"> <li>• Problem-Solver Adventure Race</li> <li>• Radioactive River</li> <li>• Karrimor International Mountain Marathon</li> </ul>	Cooperatives
Understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits.	<p>Sample debrief questions:</p> <p><i>What types of stretches are unsafe?</i></p> <p><i>Why?</i></p> <p><i>What are some precautions you can take when exercising in extreme heat?</i></p>	<ul style="list-style-type: none"> <li>• Advanced Progressions</li> <li>• Partner Stunts</li> <li>• Stability Ball and Medicine Ball Workout</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts</li> <li>• Stunts</li> <li>• Fitness</li> </ul>
Understand the role of physical activity, sport, and games as a balance between cooperative and competitive behaviors and as a possible arena in which to develop and sharpen leadership and problem solving skills, and understand the physical,	<p>Self Check (Cooperatives)</p> <p>Teacher Rubric (Cooperatives)</p>	<ul style="list-style-type: none"> <li>• Moon Ball</li> <li>• Centepede Pass</li> <li>• Adventure Racing 101</li> <li>• Poker Adventure Race</li> <li>• Flag Grab</li> <li>• Hoopla Adventure Race</li> </ul>	Cooperatives

emotional, and social benefits of participation in physical activities.				
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Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p><b>Students will</b> understand and be able to manage their personal and community resources.</p> <p><b>Students will:</b></p> <p><b>3a:</b> will be aware of and able to access opportunities available to them within their community to engage in physical activity.</p> <p><b>3b:</b> be informed consumers and be able to evaluate facilities and programs.</p> <p><b>3c:</b> be aware of some career options in the field of physical fitness and sports.</p>			
<p>Should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available.</p>	<p>Personally Fit</p>		
<p>Demonstrate the ability to locate physical activity information, products, and services.</p>			
<p>Know some career options in the field of physical fitness and sports.</p>			

# SPARK PE Curriculum - HECAT

## SCORECARD FOR CONTENT AND STUDENT ASSESSMENT ANALYSES Grades 3-5

To complete the scorecard for content and student assessment analyses (grades 3-5), transfer the individual scores for each standard from the preceding pages.

<b>NATIONAL STANDARD</b>	<b>CONTENT ANALYSIS SCORE</b>	<b>STUDENT ASSESSMENT ANALYSIS SCORE</b>
1	10	9
2	8	7
3	10	7
4	10	9
5	10	9
6	10	6
<b>ADDITIONAL STANDARDS</b>		

Note: Add each of these scores to the overall PECAT scorecard on page 173.

# SPARK PE Curriculum - HECAT

## SCORECARD FOR CONTENT AND STUDENT ASSESSMENT ANALYSES

### Grades 6-8

To complete the scorecard for content and student assessment analyses (grades 6-8), transfer the individual scores for each standard from the preceding pages.

<b>NATIONAL STANDARD</b>	<b>CONTENT ANALYSIS SCORE</b>	<b>STUDENT ASSESSMENT ANALYSIS SCORE</b>
1	10	10
2	9	10
3	10	10
4	10	10
5	10	10
6	10	10
<b>ADDITIONAL STANDARDS</b>		

Note: Add each of these scores to the overall PECAT scorecard on page 173.

## SPARK Alignment with New York Physical Education Standards Commencement (Version 2007) *Grades 9-12*

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p><b>Students will</b> have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p> <p><b>Key Idea: Students will:</b></p> <p><b>1a:</b> perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.</p> <p><b>1b:</b> design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.</p>			
<p>Demonstrate proficiency in selected complex physical activities (games, sports, exercises) that provide conditioning for each fitness area.</p>	<p>Teambuilding Response Journal</p>	<ul style="list-style-type: none"> <li>• Group Jump Rope</li> <li>• Popsicle Push-Ups</li> <li>• Power Stretching/Yoga</li> </ul>	<ul style="list-style-type: none"> <li>• Teambuilding</li> <li>• Teambuilding</li> <li>• Power Stretching/Yoga</li> </ul>
<p>Establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills</p>	<p>Racquetball Skills Check-Off</p>	<ul style="list-style-type: none"> <li>• Return Service to Target</li> <li>• Skill Builder</li> <li>• Forehand and Backhand</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Basketbal</li> <li>• Racquetballl</li> </ul>

that can contribute to daily living tasks, and analyze skill activities.		Techniques	
Make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs.	Choreography Project	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Line Dance</li> <li>• Tinikling/Jump Bands</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Line Dance</li> <li>• Tinikling/Jump Bands</li> </ul>
Use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities.	5-Person Hit and Run Softball Assessment	<ul style="list-style-type: none"> <li>• Return Service to Target</li> <li>• 5-Person Hit and Run Softball</li> <li>• Forehand and Backhand Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Softball</li> <li>• Racquetball</li> </ul>
Know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and	Weight Room and Fitness Lab Safety Test	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>

engage in appropriate activities to improve or sustain their fitness.			
Follow a program that relates to wellness, including weight control and stress management.	Personal Fitness Program Evaluation	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>
Demonstrate competence in leading and participating in group activities.	Teambuilding Response Journal	<ul style="list-style-type: none"> <li>• Hula Hoop Pass</li> <li>• 2 Group Human Ladder</li> <li>• Minefield</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p><b>Students will</b> acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p><b>Key Idea: Students will:</b></p> <p><b>2a:</b> demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.</p> <p><b>2b:</b> be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.</p>			
<p>Know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents.</p>	<p>Weight Room and Fitness Lab Safety Test</p>	<ul style="list-style-type: none"> <li>• Yoga/Power Stretching</li> <li>• Personal Fitness Program</li> <li>• Pass and Follow</li> </ul>	<ul style="list-style-type: none"> <li>• Yoga/Power Stretching</li> <li>• Personal Fitness Program</li> <li>• Volleyball</li> </ul>
<p>Demonstrate responsible personal and social behavior while engaged in physical activities.</p>	<p>Teambuilding Response Journal</p>	<ul style="list-style-type: none"> <li>• Wordles</li> <li>• Electric Fence</li> <li>• All-Aboard</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> </ul>

<p>Accept physical activity as an important part of life. Self-renewal, productivity as a worker, energy for family activities, fitness, weight control, stress management, and reduction in health-care costs are understood as benefits of physical activity.</p>	<p>Dance Assessment</p>	<ul style="list-style-type: none"> <li>• 5, 6, 7, 8</li> <li>• Pilates/Yoga</li> <li>• Troika</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Pilates/Yoga</li> <li>• Dance</li> </ul>
<p>Create a positive climate for group activities by assuming a variety of roles.</p>	<p>Teambuilding Response Journal</p>	<ul style="list-style-type: none"> <li>• Two by Four Shuffle</li> <li>• Spider's Web</li> <li>• Warp Speed</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> </ul>
<p>Understand the physical, social, and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities.</p>	<p>Teambuilding Response Journal</p>	<ul style="list-style-type: none"> <li>• Everybody Up</li> <li>• Gordian Knot</li> <li>• Trolleys</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> <li>• Cooperatives/Team building</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p><b>Students will</b> understand and be able to manage their personal and community resources.  <b>Students will:</b></p> <p><b>3a:</b> will be aware of and able to access opportunities available to them within their community to engage in physical activity.</p> <p><b>3b:</b> be informed consumers and be able to evaluate facilities and programs.</p> <p><b>3c:</b> be aware of some career options in the field of physical fitness and sports.</p>			
<p>Recognize their role as concerned and discriminating consumers of physical activities programs and understand the importance of physical activity as a resource for everyone regardless of age or ability.</p>	<p>Weight Room and Fitness Lab Safety Test</p>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>
<p>Recognize the benefits of engaging in appropriate physical activities with others, including both older</p>	<p>Jump Rope Routine Score Sheet</p>	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Volleyball</li> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> <li>• Volleyball</li> <li>• Dance</li> </ul>

and younger members of the community.			
Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers.	Personal Fitness Program Evaluation	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>	<ul style="list-style-type: none"> <li>• Power Stretching/Yoga</li> <li>• Pilates</li> <li>• Personal Fitness Program</li> </ul>

# HECAT: Module HE

## HEALTHY EATING CURRICULUM

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

### Healthy Behavior Outcomes

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

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

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

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

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

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

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

### **Overall Instructions**

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

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

**Directions for Standard 1**

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

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

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

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

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

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

Additional Concepts

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

The curriculum addresses:

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

CONCEPT COVERAGE SCORE



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

Notes:

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

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

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

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

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

Additional Concepts

- \_\_\_\_\_
- \_\_\_\_\_

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

The curriculum addresses:

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

**CONCEPT COVERAGE SCORE**

1

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

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

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

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

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

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

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

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

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

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

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

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

**Additional Concepts**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

The curriculum addresses:

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

**CONCEPT COVERAGE SCORE**



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

Notes:

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

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

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

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

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

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

**Notes:**

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

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

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

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

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

**Additional Concepts**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

**The curriculum addresses:**

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

**CONCEPT COVERAGE SCORE**



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

**Notes:**

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

**This is the end of Standard 1**

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

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

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

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

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

### Directions for Standards 2–8

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

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

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

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

**Student Skill Learning and Application Score (total number of "yes" checks)** 0

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

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

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

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

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

**Notes:**

# Standard 2 Skill Examples

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

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

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

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

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

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

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

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

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

**Student Skill Learning and Application Score (total number of "yes" checks)** 0

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

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

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

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

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

**Notes:**

## Standard Skill Examples

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

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

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

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

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

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

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

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

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

**Student Skill Learning and Application Score (total number of "yes" checks)** 0

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

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

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

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

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

Notes:

# Standard 1 Skill Examples

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

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

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

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

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

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

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

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

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

**Student Skill Learning and Application Score (total number of "yes" checks)** 0

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

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

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

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

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

Notes:

**Standard 5 Skill Examples**

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

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

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

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

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

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

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

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

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

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

0

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

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

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

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

0

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

**Notes:**

## Standard Skill Examples

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Notes:

## Standard 7 Skill Examples

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

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

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

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

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

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

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

**Standard 7 Skill Examples (continued)**

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

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

Notes:

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

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

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

**Student Skill Learning and Application Score (total number of "yes" checks)** 6

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

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

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

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

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

Notes:

**Standard 8 Skill Examples**

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

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

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

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

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

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

## Healthy Eating

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

Additional Notes:

The following chart delineates the overall scorecard for Modules 1 through 4 of CDC's School Health Index by participating school in pre and post grant format. Aggregate scores were utilized to set the target for the entire Consortium.

School Health Index	JVL Wildcat Academy – Battery Park		JVL Wildcat Academy – Bronx		Our World Neighborhood		The Renaissance Charter School		The Renaissance Charter High School for Innovation	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
CDC-SHI Module										
Module 1: ES					74%	95%	74%	95%		
Module 1: MS/HS	65%	95%	65%	95%	75%	95%	69%	95%	33%	95%
Module 2: ES					0%	97%	2%	97%		
Module 2: MS/HS	82%	97%	82%	97%	66%	97%	90%	97%	33%	97%
Module 3: ES					65%	93%	11%	93%		
Module 3: MS/HS	49%	93%	49%	93%	75%	93%	57%	93%	33%	93%
Module 4: ES					28%	98%	64%	98%		
Module 4: MS/HS	71%	98%		98%	39%	98%	67%	98%	65%	98%

Through a careful review of the SHI and our PEP project plan we created targets for the aggregate scores to be achieved by September 2016. The following outlines the change by Module:

Module	Baseline (3/2013)	Target (9/2016)	Percent Increase
Module One	65%	95%	46%
Module Two	51%	97%	90%
Module Three	48%	93%	94%
Module Four	58%	98%	69%

Overall score cards for each Consortium school are attached to this document.



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**Modules/Questions**

**Overall Scorecard**

**Plan for Improvement**

## Overall Scorecard

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

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

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**Overall Scorecard**

[Plan for Improvement](#)

## Overall Scorecard

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

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

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

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

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**Modules/Questions**

**Overall Scorecard**

**Plan for Improvement**

## Overall Scorecard

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

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

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### Overall Scorecard

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

Modules	Low		Medium		High
	0-20%	21-40%	41-60%	61-80%	81-100%
<b>Module 1 - School Health and Safety Policies and Environment</b>			X		
<b>Module 2 - Health Education</b>			X		
<b>Module 3 - Physical Education and Other Physical Activity Programs</b>			X		
<b>Module 4 - Nutrition Services</b>					X
<b>Module 5 - Health Services</b>					
<b>Module 6 - Counseling, Psychological, and Social Services</b>					
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### Overall Scorecard

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

Modules	Low		Medium		High
	0-20%	21-40%	41-60%	61-80%	81-100%
<b>Module 1 - School Health and Safety Policies and Environment</b>				X	
<b>Module 2 - Health Education</b>					X
<b>Module 3 - Physical Education and Other Physical Activity Programs</b>				X	
<b>Module 4 - Nutrition Services</b>				X	
<b>Module 5 - Health Services</b>					
<b>Module 6 - Counseling, Psychological, and Social Services</b>					
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### Overall Scorecard

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

Modules	Low		Medium		High
	0-20%	21-40%	41-60%	61-80%	81-100%
<b>Module 1 - School Health and Safety Policies and Environment</b>				X	
<b>Module 2 - Health Education</b>	X				
<b>Module 3 - Physical Education and Other Physical Activity Programs</b>	X				
<b>Module 4 - Nutrition Services</b>				X	
<b>Module 5 - Health Services</b>					
<b>Module 6 - Counseling, Psychological, and Social Services</b>					
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The Renaissance Charter School

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**The Renaissance Charter School  
REN PEP  
Partner Agreement for Competitive Preference Priority #2:**

**Agency Name: The Renaissance Charter School**

**DUNS # 136569881**

**Page 1 of 5 (LEA Partner)**

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LEA Authorized Representative Name: Stacey Gauthier

Roles and Responsibilities:

- Serve on the PEP School Health Team in initiative planning, management, and implementation, policy making, and coordination of services and resources.
- Oversee implementation of REN PEP Grant Initiative at all Consortium schools, including implementation of evidence-based curriculum (***SPARK*** and ***Healthy Lifestyle Choices***), and all testing and fitness monitoring systems (FITNESSGRAM, 3DPAR). See Logic Model for complete list of project activities, goals and objectives, outcomes, and evaluation methods.
- Employ and supervise a REN PEP Project Coordinator, working closely with the REN PEP Project Director, who will manage the day-to-day operations of the program, prepare financial and progress reports, and ensure that the project is implemented as intended.
- Prepare and implement contracts for project contracted services, equipment and supplies
- Recruit, hire, and assure appropriate training to program staff to support project direction in implementation of the project.
- Oversee development of a comprehensive interactive website that provides information, resources, marketing materials, training opportunities, and services for students and families in the community related to the PEP grant and living a healthy lifestyle. This website will serve as the cornerstone of our marketing campaign. Additional marketing efforts will include printed materials (posters, banners, brochures), as well as capitalizing on social media (Facebook, Twitter), and the creation of a customized application for mobile devices.
- Facilitate resource sharing and interagency collaboration for PEP grant projects between participating schools, community partners, and community-based organizations.
- Oversee development of integrated Personal Fitness Plans for all participating students that include mechanisms to set goals, track status, and share with parents and family members.
- Facilitate and cooperate with data collection activities necessary for the evaluation of the REN PEP grant program by the local evaluator, including providing interviews, permitting on-site observations, completing surveys, and facilitating the occurrence of all student assessment activities indicated in the project narrative.
- Provide data related to the Government Performance and Results Act Performance Indicators established by the federal government.
- Provide fiscal oversight of all grant expenditures to ensure the project is completed on time and within budget as prescribed in the grant application and submit all necessary reports to the U.S. Department of Education.

Contribution to the Project:

- Provide representation, as well as leadership for the monthly REN PEP School Health Team meetings.
- Incur costs for the time commitment of the REN PEP Project Director, Stacey Gauthier (0.3 FTE) as a portion of the required match of grant funds.
- Pay for all necessary training stipends for professional development related to the PEP grant project.
- Incur costs of all substitute teachers required for relevant professional development.
- Cover administrative costs associated with this grant project (secretarial, clerical, and fiscal).
- Pay for after-school clubs for physical activity and nutrition in Years 2 and 3 of the grant.

This agreement is in support of The Renaissance Charter School's PEP project public charter schools in New York City and was developed after timely and meaningful consultation between the required partners.

Signature of LEA's Authorized Representative:

Dated:

4/8/13

(b)(6)

Page 2 of 5 (CBO Partner)

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CBO Name: 82<sup>nd</sup> Street Academics, Inc.

Roles and Responsibilities:

82<sup>nd</sup> Street Academics, Inc. currently serves as the provider for after-school programs that support the Consortium schools. In their current capacity they provide after-school programs that include academic support and tutoring, enrichment programs, physical activity and a healthy snack. They will serve as the Lead Community-Based Organization (CBO) for the REN PEP Coordinated school Health Program. They will work closely with the Consortium schools to expand their current after-school program to before school, as well as programs when school is not in session. They will also work with the REN PEP staff to expand the number of CBOs providing services to students and their families that the Consortium serves.

Contribution to the Project:

- Provide representation for the REN PEP School Health Team and attend all meetings.
- Increase the amount of physical activity conducted during current after-school programs.
- Conduct outreach (marketing and school site visits) to increase participation in their program, as well as other programs offered by CBOs to students attending Consortium schools.
- Align their Wellness Policy and overall Health Program with the enhancements and policies and procedures created under the PEP grant.
- Work closely with the REN PEP Project Director to identify additional resources, including funding sources, for programs that support the mission of the PEP grant project, which include: improving school health safety policies and environment, improve health education curriculum and programs that support a lifelong healthy lifestyle, enhance and expand physical education and physical activity, and enhancing school nutrition programs.

This agreement is in support of The Renaissance Charter School's PEP project public charter schools in New York City and was developed after timely and meaningful consultation between the required partners

Signature of CBO's Authorized Representative:

(b)(6)

Dated:

1/10/2013

**Page 3 of 5 (Public Health Entity Partner)**

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Public Health Partner Name: New York City Department of Health and Mental Hygiene

Roles and Responsibilities:

The New York City Department of Health and Mental Hygiene will support the Consortium schools in their efforts to improve their Coordinated School Health Program through the PEP grant. The Department will provide technical assistance and support in activities related to their areas of expertise, which include enhancing training, policies, and procedures related to healthy nutrition and physical activities; developing a coordinated health education program that supports a lifelong healthy lifestyle; expanding physical education and activity for students and their families; and improving school nutrition programs. The Department will avail the Consortium schools of published research and marketing materials and, to the extent possible, assist the Consortium schools in expanding partners on the REN PEP School Health Team and community cooperation.

Contribution to the Project:

- Provide representation for the REN PEP School Health Team and attend all meetings.
- Provide and/or identify subject matter experts to conduct professional development for nutrition service staff employees of the Consortium schools. Sample topics include "Meeting Dietary Guidelines for Americans" and Nutrition Education to promote Healthy Eating Choices."
- Provide and/or identify subject matter experts to conduct professional development related to Health and Nutrition. Topics include asthma, diabetes, suicide prevention, and HIV/STDs.
- Collaborate with Consortium schools to increase outreach and marketing efforts on existing City programs that encourage healthy eating, with a focus on families living in poverty, such as the City's Health Bucks that can be used at participating farmers' markets to purchase fresh fruit and vegetables.

This agreement is in support of The Renaissance Charter School's PEP project public charter schools in New York City and was developed after timely and meaningful consultation between the required partners.

Signature of Public Health Entity's Authorized Representative:

Dated: April 11, 2013

(b)(6)

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

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Child Nutrition Director Name: Denise Hur

Roles and Responsibilities:

The Child Nutrition Director will work closely with all Consortium schools, particularly nutrition service staff and the Nutritional Team Leaders, to support their efforts in creating school health and safety policies and environment; improving health education curriculum; and developing an enhanced school nutrition program. The Child Nutrition Coordinator will provide technical assistance and professional development and coaching to all Consortium schools to facilitate the enhancement of the Coordinated School Health Program.

Contribution to the Project:

- Provide representation for the REN PEP School Health Team and attend all meetings.
- Provide technical assistance to ensure all food and beverages sold at school, outside of school, and at fundraisers meet the recommended criteria of IOM's Standards for Foods in Schools, as well as assist Consortium schools in creating clear policies and procedures for food and beverage sales and fidelity checklists to monitor compliance
- The Child Nutrition Director will work closely with each Consortium school site to expand school gardens and increase consumption of fresh fruits and vegetables, which will include identifying funding sources.
- The Child Nutrition Director will work closely with Community-Based Organizations that support our REN PEP goals to increase consumption of fresh fruits and vegetables.
- She will work closely with the REN PEP Fitness and Nutrition Project Coordinator to implement the School Nutrition Program "We're a Family that Eats Together!" campaign.

This agreement is in support of The Renaissance Charter School's PEP project public charter schools in New York City and was developed after timely and meaningful consultation between the required partners.

Signature of Food Service/Child Nutrition Authorized Representative: \_\_\_\_\_

(b)(6)

Dated: \_\_\_\_\_

4/8/13

**Page 5 of 5 (Head of Local Government)**

Head of Local Government Name (or designee): Honorable Michael Bloomberg, Mayor of New York City

Roles and Responsibilities:

The Mayor of New York City (or designee) will support the schools in their efforts to enhance the Coordinated School Health Plan and reach all intended goals under the REN PEP Program: improve school health and safety policies and environment; develop a coordinated health education curriculum and program that includes concepts that support a lifelong healthy lifestyle; enhance and expand physical education and physical activity; and enhance the School Nutrition at each Consortium school site. The Mayor's office will avail the Consortium schools of published research and marketing materials and, to the extent possible, assist the Consortium schools in expanding partners on the REN PEP School Health Team and community cooperation.

Contribution to the Project:

- Provide representation for the REN PEP School Health Team and attend all meetings.
- Provide technical assistance and marketing materials to support the Consortium schools' efforts to actively participate in the City's **Take Care New York** project, with the following areas: physical activity and healthy living, heart healthy, and raising healthy children.
- Provide technical assistance and marketing materials that support the Mayor's initiative to **Combat Childhood Obesity** and support the schools in connecting with local initiatives. Local initiatives include: the **Sugary Beverage Regulation** and **Move-to-Improve**.
- Support the Consortium's participation in other Departmental initiatives, like the Department of Transportation's **We're Walking Here** program.
- Collaborate with Consortium schools to increase outreach and marketing efforts on existing City programs that encourage healthy eating, with a focus on families living in poverty, such as the City's Health Bucks that can be used at participating farmers' markets to purchase fresh fruit and vegetables.

This agreement is in support of The Renaissance Charter School's PEP project public charter schools in New York City and was developed after timely and meaningful consultation between the required partners.

Signature of Head of Local Government or Designee: p.p.

Dated: 4-12-13

(b)(6)

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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## REN-PEP Consortium Budget Narrative

The Renaissance Charter School (TRCS) is the lead LEA for our Carol M. White Physical Education Program grant application (REN PEP) and thus will be responsible for oversight of activities performed under the PEP grant. As the lead school, The Renaissance Charter School will work closely with all Consortium schools to collaborate with students, parents, Community-Based Organizations, and City agencies to enhance our Coordinated School Health Plans. This budget narrative identifies costs resulting from the project's design established to achieve the following four goals: 1) Improve school health and safety policies and environment, 2) Improve health education curriculum and programs to include concepts that support a lifelong healthy lifestyle, 3) Enhance and expand physical education and physical activity programs for all students in grades K-12, and 4) Develop an enhanced School Nutrition Program that updates nutrition instruction curricula, enhances nutrition policies, and improves food services that will alter the culture of nutrition in the school environment and beyond.

The total request for this grant is \$ (b)(4) , of which a total of \$ (b)(4) will be contributed by the Consortium schools as the non-federal match, covering a 36-month period of performance. These funds will serve five (5) New York City charter schools and 2,333 K-12 students. The five schools serve the following populations: 3 high schools (grades 9 – 12), 1 K-8 school (serving kindergarten through 8<sup>th</sup> grade), and 1 K-12 school (serving grades kindergarten through 12).

These funds are critical to this charter school consortium: without the grant the schools will not have the financial resources or expertise to meet our stated goals and complete the project activities to meet all identified objectives and outcomes. According to The Center for Education Reform's, "*Following the Money, Charter School Funding*" report, the average charter school

per pupil expenditure is \$6,585 compared to the average district public school per pupil expenditure of \$10,889. On average, charter schools are underfunded by \$4,304 per pupil, which makes the task of funding the implementation of comprehensive reform measures to enhance our Coordinated School Health Programs a daunting challenge.

The budget narrative delineates the proposed expenditures and provides justification for each line-item to the proposed services, including: personnel, supplies, required government travel, equipment, and contracted services. Extensive research was conducted to ensure that our proposed budget is sufficient to implement all project activities, programs, and curricula successfully. TRCS's Executive Director for Business Services carefully analyzed the budget for accuracy before final submission. The final budget figures are reasonable, reflect competitive pricing, and are appropriate to support the students, staff, families, and communities that the Consortium serves.

**The Renaissance Charter School  
 REN PEP Consortium  
 Carol M. White Physical Education Program  
 Budget Narrative**

Category	Justification	Year 1			Year 2			Year 3			Total	Total Federal Funds	Total Match
		Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)			
<b>Personnel</b>													
Project Director	Stacey Gautier, Principal, will serve as the Project Director for our PEP grant. As Project Director, Ms. Gauthier will serve as the liaison between the schools and the Board of Education of all participating schools to facilitate updates on all project activities, reports, and data of the Carol M. White PEP grant. She will attend all REN PEP School Health Council meetings and continue to foster connections with parents and the community-at-large. Ms. Gauthier will provide oversight to the PEP grant program. She will be responsible for the financial integrity of the grant, as well as ensure all objectives and activities are met and compliant with federal guidelines. She will approve all new hires and contracts. She will supervise Ms. Oakes, REN PEP Project Coordinator, and the Local Evaluator. The PEP grant compliments TRCS's overarching mission to develop and nurture all of our students and staff through continuously creating conditions that promote rigor, relevance and relationships throughout our organization. Ms. Gauthier will dedicate 30% of her time to the PEP grant as part of the non-federal match. Her time commitment is appropriate and based on previous endeavors related to federal grant programs that include serving as the lead LEA for a consortium of New York City charter schools. During the 3-year PEP grant period, 30% of her current responsibilities will be transferred to Janet Jefferson, TRCS Executive Director. Annual salary of \$143,782 x .30FTE = \$43,135.	(b)(4)		(b)(4)		(b)(4)		(b)(4)				0	(b)(4)

Category	Justification	Year 1			Year 2			Year 3			Total	Total Federal Funds	Total Match
		Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)			
Project Coordinator	Rebekah Oakes will serve as the Project Coordinator to support the PEP grant program. As REN PEP Project Coordinator, Ms. Oakes will maintain records on the project's operations and on the extent to which the program objectives are being met, including specific performance measures in the evaluation plan. Ms. Oakes will make on-going project information, findings, and analysis available to the REN PEP School Health Council and disseminate to all stake-holders. Ms. Oakes will work closely with the Project Evaluator to collect key program information helpful in assessing the extent to which the project activities and services are meeting their goals and objectives. Ms. Oakes will 1) ensure that the project is compliant with all federal, state, and school policies; 2) plan and organize all professional development; 3) procure and implement all equipment and supplies; 4) coordinate project activities with existing programs; 5) develop a project sustainability plan with staff; and 6) facilitate monthly meetings. Ms. Oakes will supervise all REN PEP program staff, consultants and contracted services. Ms. Oakes will dedicate a minimum of 40% of her time to the PEP grant. Her time commitment is appropriate and based on previous endeavors related to federal grant programs that include serving as the lead LEA for a consortium of New York City charter schools. During the 3-year PEP grant period, 40% of her current responsibilities will be transferred to The New York City Charter School Center, an organization that provides development services for charter schools in New York City. Annual salary of \$75,000 x .40 FTE = \$30,000 per year.	30,000	30,000	0	30,000	30,000	0	30,000	30,000	0	90,000	90,000	0

Category	Justification	Year 1			Year 2			Year 3			Total	Total Federal Funds	Total Match
		Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)			
REN PEP Fitness and Nutrition Program Coordinator	To Be Hired, One part-time (0.5 FTE) Fitness and Nutrition Program Coordinator will be hired who has extensive experience in creating physical and health-nutrition education programs for youth, with an emphasis in working with minority students living in poverty who are at-risk for inactivity and health concerns (diabetes, asthma). The Coordinator will also have experience with the Center for Disease Control's tools, resources, and surveys – including the School Health Index, PECAT, and HECAT. The Coordinator will also have experience working with and implementing evidence-based programs, such as SPARK. The FNPC will have extensive experience with national and state initiatives to increase physical activity and decrease child obesity (USDA's Team Nutrition, Presidential Youth Fitness Program, FITNESSGRAM software and reporting tools, assessment tools such as the 3DPAR, CDC's Coordinated School Health Program, New York State's Coordinated School Health Program, NYC Department of Education Wellness Policies). He/she will support each of the five participating schools in implementing the curriculum, equipment and supplies purchased under the PEP grant. He/she will work closely with the nutrition service staff and Nutrition Team Leaders at each school and the food service consultant to implement nutritional improvements in the food service program. He/she will also provide training and support to each school site in the implementation and monitoring of students' Personal Fitness Plans based on fitness screenings and other health/wellness-related information. The Coordinator will work closely with Ms. Gauthier and Ms. Oakes in working with community partners and organizations, and connecting schools, students, and families to these resources. The REN PEP Fitness and Nutrition Program Coordinator is a part time position with an annual salary of \$62,000. x 0.5 FTE.	28,000	28,000	0	28,000	28,000	0	28,000	28,000	0	84,000	84,000	0

Category	Justification	Year 1			Year 2			Year 3			Total	Total Federal Funds	Total Match
		Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)			
Training Stipends	Professional development for SPARK, Healthy Lifestyle Choice and nutritional service staff require an additional stipend in order for the schools to buy additional dates for professional development, which fall outside each employees' current contract. Teachers require a stipend of \$150 per day. 3 days (1 for Healthy Lifestyle Choice and 2 for SPARK) x 16 teachers for Year 1 and 8 teachers for Years 2 and 3. Healthy Lifestyle Choice training is in Year 1 only. All follow-up training for this program is conducted via e-learning. Nutritional services staff are paid an hourly rate of \$25 per hour for work conducted in addition to current contract. 3 hours per year x 16 individuals.	8,400	8,400		6,000	6,000	0	6,000	6,000	0	20,400	20,400	0
REN PEP School Site Coordinators	One REN PEP School Site Coordinator will be identified in each participating school (5 total). School Site Coordinators will be responsible for data collection for their school site, including all student data, as well as implementation of and fidelity to all PEP programs implemented. School Site Coordinators be trained and serve as the Trainer of Trainers for their building. School Site Coordinators will receive an hourly rate of \$35/per hour. Budget is based on 5 hours per week x 40 weeks for a total of 200 hours annually per SSC. A total of 1,000 hours annually x \$35/hour = \$35,000. (approximately 0.10 FTE, but hourly rate paid above current salary for work conducted in addition to their regular, contracted work schedule)	35,000	35,000	0	35,000	35,000	0	35,000	35,000	0	105,000	105,000	0

Category	Justification	Year 1			Year 2			Year 3			Total Federal Funds	Total Match
		Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)		
After-School Club Instructors	After-school instructors (AFI) will be hired to expand existing physical activity, sports, and nutrition clubs at each participating school campus (5). Each AFI will work 1 hour after school, 5 days per week, for 31 weeks for a total of 155 hours annually per AFI. Five AFIs will be hired for HS programs, 2 AFIs will be hired for Middle School programs, and 2 AFIs will be hired for Elementary School programs for a total of 9 AFIs. \$25 per hour x 155 hours x 9 AFI = \$34,875 annually. Year 1 costs for the AFI are included as Federal funds. Years 2 & 3 costs for the AFI are included as the match and those costs will be incurred by each participating school site.	(b)(4)	34,875	(b)(4)		0	(b)(4)		0		34,875	(b)(4)
Nutritional Team Leaders	One Nutritional Team Leader (NTL) will be identified at each participating school (5 total). NTLs will be responsible for implementing all Team Nutrition activities from the USDA's Team Nutrition Program. NTLs will receive an hourly rate of \$25/per hour. Budget is based on 3 hours per week x 40 weeks for a total of \$ 15,000. (120 hours per year x 5 NTL)		15,000		15,000			15,000			45,000	
<b>Total Personnel</b>			<b>151,275</b>		<b>114,000</b>		<b>114,000</b>				<b>379,275</b>	

Category	Justification	Year 1			Year 2			Year 3			Total	Total Federal Funds	Total Match
		Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)			
<b>Fringe Benefits</b>													
	Fringe Benefits for rate for new hires and SSCs, NTLs and training stipends: 7.65% for FICA/MED, 2.3% for unemployment insurance, and 17% for medical insurance. Total fringe benefit rate new hires: 27%. An additional 14% for pensions is added to existing salaried employees (Stacey Gauthier and Rebekah Oakes) for a total fringe rate of 41%. Year 1 salaries of \$121,275 x 27% fringe rate = \$32,744 and salaries of \$73,135 x 41% fringe rate = \$29,985 for a total Year 1 fringe benefit costs of \$62,730 and \$17,685 is part of the non-federal match. Year 2 & 3 salaries of \$118,875 x 27% fringe rate = \$32,096 and salaries of \$73,135 x 41% fringe rate = \$29,985 for a total Year 2 & 3 fringe benefit costs of \$62,082 and \$27,102 is part of the non-federal match.	(b)(4)		(b)(4)		(b)(4)		(b)(4)					(b)(4)
<b>Total Fringe Benefits</b>			45,045		34,980		34,980		115,005				
			45,045		34,980		34,980		115,005				
<b>Travel</b>													
Required Government Travel	Required Government Travel: PEP Meeting in Washington, DC to be held during Year 1 of the grant. 2-day conference. (\$250 flight, 2 nights hotel at \$250/night, Per Diem of \$50/day, Local transportation at \$100/trip) x 2 people.		1,900		0		0		1,900				
<b>Total Travel</b>			1,900		0		0		1,900				

Category	Justification	Year 1			Year 2			Year 3			Total	Total Federal Funds	Total Match
		Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)			
<b>Equipment</b>													
Cardiovascular Endurance Equipment	Recumbent Bikes \$1840 x 2 per school x 5 schools = \$18,400.	18,400	18,400	0	0	0	0	0	0	0	18,400	18,400	0
	Upright Bikes \$1492 x 2 per school x 5 schools	14,920	14,920	0	0	0	0	0	0	0	14,920	14,920	0
	Treadmill with Classic Console \$2323 x 2 per school x 5 schools	23,230	23,230	0	0	0	0	0	0	0	23,230	23,230	0
	Suspension Ellipticals \$2850 x 2 per school x 5 schools	28,500	28,500	0	0	0	0	0	0	0	28,500	28,500	0
	Heart Rate Monitors \$126 each x 40 per school x 5 schools	25,200	25,200	0	0	0	0	0	0	0	25,200	25,200	0
Strength Equipment and weights	Multi-Station Aid \$1300 x 1 per school x 5 schools	6,500	6,500	0	0	0	0	0	0	0	6,500	6,500	0
	Power Racks \$2900 x 1 per school x 5 schools	14,500	14,500	0	0	0	0	0	0	0	14,500	14,500	0
	Flat Bench \$400 x 2 per school x 5 schools	4,000	4,000	0	0	0	0	0	0	0	4,000	4,000	0
	Rear Delt 1 Pec Fly w/shroud \$3215 x 5 schools	16,075	16,075	0	0	0	0	0	0	0	16,075	16,075	0
	Stand Preacher Curl \$677 x 5 schools	3,385	3,385	0	0	0	0	0	0	0	3,385	3,385	0
	Seated Calf \$823 x 5 schools	4,115	4,115	0	0	0	0	0	0	0	4,115	4,115	0
	Dumbbell rack \$433 x 5 schools	2,165	2,165	0	0	0	0	0	0	0	2,165	2,165	0
	Assisted chin/dip station \$1500 x 5 schools	7,500	7,500	0	0	0	0	0	0	0	7,500	7,500	0
	Full dumbbell set 5 - 50 lbs \$780 x 5 schools	3,900	3,900	0	0	0	0	0	0	0	3,900	3,900	0
	Hudson Full set medicine balls 6 - 25 lbs \$220 x 5 schools	1,100	1,100	0	0	0	0	0	0	0	1,100	1,100	0
Accessories	55 cm stability ball \$12 x 4 per school x 5 schools	240	240	0	0	0	0	0	0	0	240	240	0
	65 cm stability ball \$12 x 4 per school x 5 schools	240	240	0	0	0	0	0	0	0	240	240	0

Category	Justification	Year 1			Year 2			Year 3			Total	Total Federal Funds	Total Match
		Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)			
	Yoga Mats \$2 x 30 per school x 5 schools (discounted pricing for Yoga mats when purchased with cardio-equipment)	300	300	0	0	0	0	0	0	0	300	300	0
	7 ft chrome olympic bar \$95 x 2 per school x 5 schools	950	950	0	0	0	0	0	0	0	950	950	0
<b>Total Equipment</b>		<b>175,220</b>	<b>175,220</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>175,220</b>	<b>175,220</b>	<b>0</b>

Supplies													
Office Supplies	Office and marketing supplies for PEP grant, including paper, printing, postage, posters, banners, etc. \$500 per month x 12 months.	6,000	6,000	0	6,000	6,000	0	6,000	6,000	0	18,000	18,000	0
Interactive REN PEP Website and Mobile Application	A Marketing/Media Consultant will be hired to create the REN PEP website that includes all aspects of the grant and coordinated School Health Program in an interactive, engaging and easy to read and understand format. They will also create a mobile application that allows staff members, students and parents to access resources and information, post successes and awards, daily fitness activities, and nutrition tips, as well as connect all users to CBO's. Key components of the mobile application will include: general information, upcoming events and promotions, videos and photos. The mobile application will allow users to create personal profiles and calendars, check-in, and it will also allow users to connect with other users. The marketing consultant will also provide all training on the website and application. Consultant to create REN PEP Interactive Website and Mobile Application for social media. \$15,000 fixed fee. One time cost.	15,000	15,000	0	0	0	0	0	0	0	15,000	15,000	0

Category	Justification	Year 1			Year 2			Year 3			Total	Total Federal Funds	Total Match
		Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)			
Physical Education Curriculum	SPARK Physical Education curriculum includes e-manual, manual, videos, CD, and SPARK-Folio. Nine total units (5 for High School, 2 for Middle School, 2 for Elementary School) @ \$399 per unit.	3,591	3,591	0	0	0	0	0	0	0	3,591	3,591	0
Health Education Curriculum	Healthy Lifestyle Choices (HLC) curriculum includes binder for each grade level, and visual aids. Nine total units (5 for high school, 2 for middle school, and 2 for Elementary school). Costs are broken out by grade. \$158 per grade x 32 = \$5,056.	5,056	5,056	0	0	0	0	0	0	0	5,056	5,056	0
Pedometers	Pedometers to measure physical activity. \$3 per unit x 2,500 units = \$7,500. One time cost.	7,500	7,500								7,500	7,500	0
Cooper Institute FITNESSGRAM	FITNESSGRAM version 9 software to manage student performance information. \$699 per school x 5 schools for Year 1. \$50 per school for technical support for Years 2 and 3.	3,495	3,495	0	250	250	0	250	250	0	3,995	3,995	0
Cooper Institute FITNESSGRAM	FITNESSGRAM related ancillary materials. \$660 per school x 5 schools for each year of the grant. Materials include: Manual, 20-meter pacer, 15-meter pacer, Fitness Zone clip board, calipers, Station Cards, Wall Charts, 3.0" curl-up measuring strip, 4.5" curl-up measuring strip, Student report Form (English and Spanish), Parent report forms (English and Spanish), and ACTIVITYGRAM Forms	3,000	3,000	0	3,000	3,000	0	3,000	3,000	0	9,000	9,000	0
<b>Total Supplies</b>		<b>43,642</b>	<b>43,642</b>	<b>0</b>	<b>9,250</b>	<b>9,250</b>	<b>0</b>	<b>9,250</b>	<b>9,250</b>	<b>0</b>	<b>62,142</b>	<b>62,142</b>	<b>0</b>

Category	Justification	Year 1			Year 2			Year 3			Total	Total Federal Funds	Total Match
		Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)			
<b>Contractual</b>													
Local Evaluator	To Be Hired. The local evaluator will be responsible for collecting and analyzing all data necessary to track progress on the grant to ensure all goals, objectives, and outcomes are met. The local evaluator will be responsible for the development and maintenance of the PEP grant project Logic Model, Evaluation Plan, and Sustainability Plan, and will prepare monthly updates to the Project Director and monthly presentations to the REN PEP School Health Council. The Local Evaluator will conduct a comprehensive evaluation that will include process, outcomes, and fidelity measures. Data collection will include both qualitative and quantitative data. The local evaluator will review all enhanced Wellness policies and plans to ensure compliance with the New York State Department of Education, as well as best practices outlined in the School Health Index, HECAT, and PECAT. The local evaluator will work closely with the Project Director to prepare and submit the required reports for the U.S. Department of Education. They will collaborate with TRCS's technology department to extract relevant data from their student information system. They will be proficient with SPSS (Statistical Package for the Social Scientists) and use the software as a data management and statistical analysis tool in order to properly analyze all data necessary for the GPRA measures and project-specific objectives. The Local Evaluator will serve on the REN PEP School Health Council, work closely with key project staff and community partners, and report directly to the Project Director. The local evaluator will be identified through a formal procurement process \$100.00 per hour x 450 hours per year = \$45,000.00	45,000	45,000	0	45,000	45,000	0	45,000	45,000	0	135,000	135,000	0

Category	Justification	Year 1			Year 2			Year 3			Total	Total Federal Funds	Total Match
		Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)			
Professional Development - Physical Education	SPARK 2-day professional development workshops. \$500 per attendee x 10 participants = \$5,000.	5,000	5,000	0	5,000	5,000	0	5,000	5,000	0	15,000	15,000	0
Professional Development - Health Education	Healthy Lifestyle Choices professional development 1-day workshop. Curriculum is designed to be included in all subject matters, not just health class. Therefore, all classroom teachers will attend. Inclusive cost for training is \$3,000. Annual refresher courses are provided on-line at no cost.	3,000	3,000	0	0	0	0	0	0	0	3,000	3,000	0
Subject-Matter Expert	An expert in the area of Coordinated School Health Programs, with particular experience in enhancing policies, procedures, and plans, will be hired to map existing policies, wellness plans, and crisis response plans to state and federal standards and customize these documents to the needs, assets and resources of each participating school. The consultant will have significant experience and proficiency in the NYSED PE and Health standards. The Subject-Matter Expert will be responsible for creating and delivering all enhanced documents; working closely with each participating school to ensure they understand all aspects and contents of said documents and are comfortable in assuming responsibility for maintaining and disseminating information; and training school personnel on all work products. Estimated fixed fee cost of \$10,000 annually (\$100/per hour x 100 hours annually).	10,000	10,000	0	10,000	10,000	0	10,000	10,000	0	30,000	30,000	0
<b>Total Contractual</b>		<b>63,000</b>	<b>63,000</b>	<b>0</b>	<b>60,000</b>	<b>60,000</b>	<b>0</b>	<b>60,000</b>	<b>60,000</b>	<b>0</b>	<b>183,000</b>	<b>183,000</b>	<b>0</b>

Category	Justification	Year 1			Year 2			Year 3			Total	Total Federal Funds	Total Match
		Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)	Budget	Federal Funds	Non-Federal Funds (Match)			
<b>Total</b>		(b)(4)	480,082	(b)(4)		218,230	(b)(4)		218,230	(b)(4)		916,542	(b)(4)
<b>Restricted Indirect Cost Rate</b>			0			0			0			0	
<b>Grand Total</b>			480,082			218,230			218,230			916,542	

An increasing Consortium in-kind contribution during the grant period, beyond that required by the grant, is an indication that the REN-PEP project was designed to promote sustainability after the period of federal funding ends.

In-Kind Contribution during the Carol M. White Physical Education Program grant period:

<b>Funding Source</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year3</b>	<b>Total</b>
Federal	\$480,082	\$218,230	\$218,230	\$916,542
Consortium	(b)(4)			
<b>Total</b>				
% Consortium Contribution				

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

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

Name of Institution/Organization

The Renaissance Charter School

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	151,275.00	114,000.00	114,000.00			379,275.00
2. Fringe Benefits	45,045.00	34,980.00	34,980.00			115,005.00
3. Travel	1,900.00	0.00	0.00			1,900.00
4. Equipment	175,220.00	0.00	0.00			175,220.00
5. Supplies	43,642.00	9,250.00	9,250.00			62,142.00
6. Contractual	63,000.00	60,000.00	60,000.00			183,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	480,082.00	218,230.00	218,230.00			916,542.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	480,082.00	218,230.00	218,230.00			916,542.00

**\*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 The Renaissance Charter School	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:	First Name:	Middle Name:	Last Name:	Suffix:
	Stacey		Gauthier	

Address:

Street1:	35-59 81st Street
Street2:	
City:	Jackson Heights
County:	Queens
State:	NY: New York
Zip Code:	11372
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
718-803-0060	718-803-3785

Email Address:

sgauthier@renaissancecharter.org
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**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) #: 

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No Provide Assurance #, if available: 

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

	Add Attachment	Delete Attachment	View Attachment
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