

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 # S215F130321

Grants.gov Tracking#: GRANT11379615

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:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

04/12/2013

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

B. APPLICANT INFORMATION:

* a. Legal Name:

City School District of New Rochelle

* b. Employer/Taxpayer Identification Number (EIN/TIN):

13-6007142

* c. Organizational DUNS:

0961921090000

d. Address:

* Street1:

515 North Avenue

Street2:

* City:

New Rochelle

County/Parish:

* State:

NY: New York

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

10801-3416

e. Organizational Unit:

Department Name:

Funded Programs

Division Name:

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

Prefix:

Dr.

* First Name:

Diane

Middle Name:

C.

* Last Name:

Massimo

Suffix:

Title:

Assistant Superintendent

Organizational Affiliation:

* Telephone Number:

(914) 576-4206

Fax Number:

(914) 576-4602

* Email:

dmassimo@newrochelle.k12.ny.us

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-022613-001

*** Title:**

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

13. Competition Identification Number:

84-215F2013-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

The Triple E Project: Healthy Eating, Nutrition Education and Physical Exercise

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Dawn Tardibuono	* TITLE Superintendent
* APPLICANT ORGANIZATION City School District of New Rochelle	* DATE SUBMITTED 04/12/2013

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

PEP_NewRochelle_GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

New Rochelle PEP Grant GEPA

Steps the City School District of New Rochelle is taking to ensure equitable access to, and participation in, the Federally assisted PEP program for students, teachers and other program beneficiaries.

The City School District of New Rochelle, a diverse school district, adheres to and supports a policy of integrated education. Students of all racial, ethnic, linguistic and socio-economic groups learn in integrated classes, enjoy full access to all academic offerings, and receive equal per pupil funding across all schools in the district. All students engage in the district's physical education program.

The City School District of New Rochelle is committed to inclusive education. Special education students are provided with appropriate adaptive physical education and health classes. We have developed both instructional materials and approaches to meet the needs of special education students and this grant will further support the physical education teachers and areas of special populations.

We have programs for English language learners that facilitate their learning of English and their inclusion in all classes. These programs use sheltered English to ensure that the students can meet New York State Standards. This will help to facilitate our elementary health program for English language learners.

We will translate all Triple E materials in Spanish and other languages for parents in need of translation, so that these parents are included in all activities. The District's Web site also has translated materials for parents, which will include Triple E materials. We will translate all BMI information in Spanish and other languages as needed.

In developing our nutrition programs for students and parents, we will be sensitive to ethnic differences and will work with our School Wellness Committee to provide us with information to help in this area.

In keeping with certification status and district policy relating to workplace accessibility, classroom staff will have access to project funded health, nutrition, and physical education training commensurate with their responsibilities.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION		
City School District of New Rochelle		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Mr.	* First Name: Richard	Middle Name: E.
* Last Name: Organisciak	Suffix:	
* Title: Superintendent		
* SIGNATURE: Dawn Tardibugno	* DATE: 04/12/2013	

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

City Schools of New Rochelle

Carol M. White Physical Education Program

ABSTRACT

The New Rochelle Schools, located in Westchester County but in close proximity to New York City, is a school district that has developed a comprehensive, carefully planned health and wellness model for students and parents. The Triple E Project--Healthy Eating, Physical Exercise, & Nutrition Education--provides a broad-based K-12 intervention model woven into the fabric of school and community.

The Triple E program will address the following activities under the Absolute Priority: (1) Instruction in healthy eating habits and good nutrition, and under (2) physical fitness activities: (a) fitness education and assessment, (h) instruction in motor skills and physical activities that will enhance the physical, mental and social or emotional development (c) development and instruction in cognitive concepts about motor skills and physical fitness, and, (e) opportunities for professional development of teachers of physical education.

Triple E's community-school collaborative design addresses Competitive Priority #2 by partnering the school District with the required partners City of New Rochelle, the City Parks and Recreation and its Youth Bureau, our Food Service Provider Whiston's Food Group, and Westchester County Public Health Department. Other major partners are Manattanville College, Monroe College, Backyard Sports and Sound Shore Medical Center

Triple E has developed objectives to increase student time in physical education, integrate health, nutrition, and cognitive physical education into classroom subject areas, improve staff capacity to deliver sequential curricula to all K-12 students, improve student knowledge of healthy food choices, and offer students age appropriate fitness and movement

activities to develop active life styles. The Triple E model will serve the whole District consisting of approximately 11,000 K-12 students in ten schools (six elementary, three middle and one high school) in each year of the program. Our model includes: 1) implementation of the evidenced-based SPARK Curriculum that embeds sequential, outcomes-based skills and knowledge for the “performance” side of physical education and cognitive physical education for the “value and knowledge” side of physical education; 2) adoption of a developmentally-appropriate health curriculum, The Great Body Workshop, approved by the NYS Education Department and recognized as a “Promising Program” (SAMSHA); 3) an intergenerational fitness programs for parents and students complimented by adult workshops in hands-on nutrition and meal preparation; 4) community sponsored after-school health and fitness clubs, city-wide health and fitness expos, community service projects and service learning activities supporting health and wellness after school; and, 5) summer academies and adaptive summer programs for general education and special education students.

These activities, when combined, allow New Rochelle students to meet and exceed NYS Health and Physical Education Standards, GPRA objectives, and NASPE recommendations. It will build structural elements into the operating fabric of District policies, practices, equipment, and programs that will extend its impact well beyond the grant period. Unique and cost effective elements include, 1) a staffing model that incorporates physical education/health facilitators in support of classroom teachers, 2) recess periods embedding structured fitness activities, 3) point of service health and fitness assessments to track progress and target instruction, and 4) Wellness Centers in each school. The result is a highly exportable and validated dissemination program model for students, parents, health educators, physical education teachers, classroom staff, and community stakeholders.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

City of New Rochelle School District: Triple E Program

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New Rochelle School District: Triple E Program

Healthy Eating, Physical Exercise & Nutrition Education, or **Triple E**, is a K-12 comprehensive program designed to expand and improve the fitness, health and wellness of students, staff, and families in the City School District of New Rochelle, New York. Triple E will address six major needs that have been identified relating to fitness, health and wellness in the community and schools. In response, the Triple E program will address the following activities under the **Absolute Priority**: 1) Instruction in healthy eating habits and good nutrition, and under 2) physical fitness activities: a) fitness education and assessment, b) instruction in motor skills and physical activities that will enhance the physical, mental and social or emotional development c) development and instruction in cognitive concepts about motor skills and physical fitness, and, e) professional development of teachers of physical education.

Triple E's community-school collaborative design addresses **Competitive Priority #2** by partnering the school District with the required partners City of New Rochelle, the City Parks and Recreation and its Youth Bureau, our Food Service Provider, Whitson's Food Group, and Westchester County Public Health Department. Other major partners are: Manhattanville College, Monroe College, Backyard Sports and Sound Shore Medical Center. Focusing on all grades Kindergarten through 12, together we will 1) increase time all students engage in physical activity during the school day, after school, and in the summer to address obesity and lack of fitness; 2) expand physical activity and wellness centers in each District school; 3) provide professional development for PE and Health teachers at all levels, as well as for Community professionals, recess paraprofessionals, and elementary classroom teachers; 4) engage District PE/Health Facilitator/Trainers to assist staff in grades K-12; 5) integrate a fitness education model and healthy living standards through classroom instruction; 6) support health education and expanded fitness programs for District staff and parents in all schools and in the community; and

7) review and update physical activity policies, and nutrition-related policies and curriculum.

I. NEED FOR PROJECT

The City of New Rochelle, located in Westchester County just north of New York City, is the 7th largest city in the State of New York with a population of 77,605 (2010 Census). It is made up of distinct sub-communities: affluent neighborhoods in the north side of the city, and poor and working class neighborhoods in the south. In the school district, 76% of students are enrolled in the free/reduced lunch program in the four “south side” schools, while 34% of the four “north side” schools are enrolled. Participating schools include the six elementary schools, and three middle schools as well as its one high school where 50% of students are in the free/reduced lunch program. Minority enrollment in the four “south end” schools is 81% while minority enrollment in the four “north end” schools is 45% (March, 2013). At the high school, African-American and Hispanic students account for 67% of the school population.

Criterion: Specific gaps or weaknesses, including their nature and magnitude

Gaps and weaknesses in the District have been identified and measured via the required School Health Index (SHI), the Body Mass Index (BMI) for students in grades K, 2, 4, 7, & 10 (Fall of 2012) and various other assessments. The three NYS Standards are: **Standard 1:** Personal Health/Fitness, **Standard 2:** A Safe/Healthy Environment, and **Standard 3:** Resource Management. NYS Standards are applied at three levels: elementary, middle and high school, and are accompanied by key ideas, concepts and specific learning objectives.

The Results of the SHI: The SHI was administered all three school levels (Attachments: SHI School Scorecards). While SHI results indicate a number of items are now fully in place and reflect improvements in District Health and PE programs, the following are Under Development or Partially in Place or Not in Place in several schools.

Areas of Need - SHI RESULTS – Elementary Level
MODULE 1: School Health and Safety Policies and Environment
Staff development on unintentional injuries, violence, and suicide; Fundraising efforts during and outside school hours meet strong nutrition standards; Professional development for administrators and teachers on HIV, other STD’s and pregnancy prevention; Adequate physical activity facilities; Communicate school health and safety policies to students, parents, staff & visitors; and connectedness to school
MODULE 2: Health Education
Under Development or Partially In Place or Not in Place in several schools; Health Education taught in all grades; Professional development in health education; Essential topics on healthy eating; Essential topics on preventing tobacco use; Essential topics on asthma
MODULE 3: Physical Activity and Other Physical Activity Programs
Under Development or Partially In Place or Not in Place in several schools; 150 minutes of PE per week; Individualized physical activity and fitness plans; Participation in intramural programs or physical activity clubs; Promotion or support of walking and bicycling to school.
MODULE 4: Nutrition Services
Under Development or Partially In Place or Not in Place in several schools; A la carte offerings include healthy food and beverage items; Sites outside cafeteria offer healthy food and beverage items; Collaboration between nutrition services staff members and teachers.

According to Modules 1-4 SHI data at the Elementary level, serious gaps exist in physical education and fitness after school and weekends; students do not receive 150 minutes per week of PE (*National Association for Sport and Physical Education* or NASPE Recommendation) and, most are not receiving formalized health-related physical fitness, health education instruction or the opportunity for participation in intramural programs or physical activity clubs. Teachers are not receiving professional development for health education in the classroom and nor do they know how to align teaching health and nutrition concepts within science, math, and other curricular areas. Weaknesses in District policies on nutrition in the schools are lack of collaboration between nutrition services staff and teachers as well as fundraising efforts during and outside school hours which meet strong nutrition standards.

Areas of Need - SHI RESULTS--SECONDARY SCHOOLS
MODULE 1: Health and Safety Policies and Environment
Overcoming barriers to learning; Foods offered outside school hour meeting strong nutritional standards; Professional development for administrators and teachers on HIV, other STD’s and pregnancy prevention.

MODULE 2: Health Education
Professional development in health education
MODULE 3: Physical Education/Other Physical Activity Programs
225 minutes of physical education per week; Teachers avoiding practices that result in student inactivity; Prohibit exemptions or waivers for physical education; Individual physical activity and fitness plans
MODULE 4: Nutrition Services
Sites outside cafeteria offering appealing, low-fat items;

At the secondary level, the District has been able to sustain the benefits of a previous PEP Grant, particularly with the fitness centers established at each secondary school building. However, there remains a need to address foods offered outside regular school hours to promote the same culture of healthy eating that the District promotes through the regular meal program. The PE program still falls short of the SHI 225 minutes per week standard, and the District has not yet achieved the goal of developing individual physical activity and fitness plans for our secondary level students, a key area for a regular and realistic life fitness routine.

BMI Results: The NYS Department of Health (NYSDOH) requires an annual BMI report for all students. In 2012, district medical staff conducted a Body Mass Index screening to determine the prevalence of obesity among a representative sample of students—all those in Kindergarten, Grades 2, 4, 7, and 10. The results were:

- 1) among 3,635 students screened, “the prevalence of excess weight was 42% using BMI cut point. The CDC norm is 15%;
- 2) boys and minorities were more likely to have excess weight than girls and non- minorities;
- 3) students on free/reduced priced lunch were almost twice as likely to have excess weight than students who were not;
- 4) children who were obese when they entered kindergarten had about an 8-fold increase of being obese in the 5th grade, compared to children who were not obese entering kindergarten.

BMI results indicate that elementary and middle school students had a greater weight

problem than high school students. This finding confirmed a conclusion in a District health study in 2005 that children who were obese when they entered kindergarten had a 6-fold increased risk of being obese in the 5th grade compared to peers who entered kindergarten with normal weight for age. Clearly the need for health and fitness interventions is strongest in the lower grades.

Inadequate time for Physical Education during the school day: The following chart indicates that District requirements fall short of standards.

Deficiencies in Physical Education Time			
Level	Current District Participa- tion in PE	NYS standard	PEP GPRA 1 recommendation
Elementary	Twice a week for a total of 90 minutes	K-3 is 5 days per week with at least 120 minutes ; Grades 4-6 is 120 minutes per week and not less than 3 times per week	60 minutes of physical activity daily
Secondary	225 minutes every two weeks (every other day for 45 minutes), an average of about 113 minutes per week	Grades 7-12, 3 times a week one semester and 2 times per week for other semester or 225 minutes every week	

Low level of physical education after school and weekends: Analysis of participation data in the District’s interscholastic athletic and after school programs showed that only about 30-35% of New Rochelle students participate in structured PE after school and on weekends at school sites after school; or structured fee-based PE activities at community centers.

Other deficiencies identified can be traced to weaknesses in District policy, infrastructure and services. There is **limited professional development of physical education staff:** Of the 55 professional development workshops and courses offered by the New Rochelle Staff Resource Center since 2011, none were in PE or related to the integration of PE with health and wellness or social-emotional learning. **Data-driven differentiated instruction is non-existent in physical education programs:** The District does not provide student standards-based profile data to teachers over time. This gap prevents staff from providing timely feedback to students about

their strengths, accomplishments, benchmarks, or areas that need to be addressed. **K-5 District students have no formal health program, as required by the State.** There are “bits and pieces” of health education programmed in science and PE classes, however New Rochelle does not provide sequential health education in the elementary grades and health education is not formally offered until middle school. **Parents and families are not partners in New Rochelle health and physical education programs.** While the District provides many opportunities for families to support their children’s academic development it does not provide these opportunities, or has aligned with community partners for physical activity, health, nutrition, or fitness.

Given these gaps and deficiencies, it is no wonder, then, that according to the Cooper Aerobics Pacer Assessment (February, 2013) 55% of district students do not reach or maintain adequate levels of personal fitness and health. More detail relating to the deficiencies identified above is found in the “Needs Assessment” document attached to this narrative.

Summary: Based on the fact that a high percentage of District students are classified as overweight or obese, and needs assessments, the New Rochelle School District has identified the following gaps and weaknesses that will be addressed by the Triple E project: 1) limited time in physical activity during the day, and after school; 2) curriculum gaps and pedagogical weakness among PE staff in fitness education; 3) limited instruction in nutrition and physical activity for students and their families; 4) limited instruction integrating nutrition and physical activity in classroom activities at the elementary school level; 5) limited access to and participation in health related activities by students and parents in the community, and 6) health and wellness policies in need of revision.

II. SIGNIFICANCE

Criterion: The likelihood the project will result in system change or improvement.

The Triple E project will bring about organizational change by modifying the beliefs, be-

haviors, and practices of students, teachers and parents in our school community over a 3-year period. Using the NYS Learning Standards for Health and Physical Education Standards, we have analyzed data on the practices that exist now, identified gaps and weaknesses described above, and developed initiatives that will lead to fundamental improvements in our children's health, fitness and well-being that will last well beyond the period of federal funding. They are:

1. Embed professional development for K-12 PE teachers and PE/Health Facilitators to change the ways physical education, health and nutrition education is delivered to students;

2. Support K-7 classroom teachers in core subjects to address the cognitive components of PE, health and nutrition. PE/Health Facilitators will model lessons, map developmentally appropriate curriculum lessons, and align assessments to instruction;

3. In partnership with the City Department of Parks and Recreation, the Youth Bureau, Backyard Sports, Monroe College (Department of Culinary Arts), and Manhattanville College, support continuous District progress in meeting NYS Standards in PE, Health and Nutrition;

4. Provide community-based family awareness and activity programs to engage parents and family members in intergenerational fitness activities, community expo's on health and wellness, and nutritional food preparation practices;

5. Extend practices introduced in the grant to continue beyond the grant period. Infuse cognitive and skill-based PE activity periods at the elementary level, health and nutrition instructional content and assessments in K-7 classrooms, and K-12 Standards-based PE activities, curriculum objectives and related assessments;

6. Provide technology platforms and data management systems that assess, track, and respond to individual personal fitness plans of students at the secondary level.

In summary, Triple E creates, for the first time in the District, an integrated K-12 approach that will benefit students' physical wellness from elementary school through high school

graduation. In this model, staff training, unique student delivery models, timely assessments linked to NYS Learning Standards, related curriculum progressions in Health and PE, and parent and community participation define a strategy to create permanent change in the District. At the end of three years, Triple E will leave an infrastructure of practices that will change what we teach, how we teach, when we teach and who will teach PE, Health, and Fitness Education.

III. QUALITY OF THE PROJECT DESIGN

The design below will show a stronger focus on grades K – 7 for two reasons: 1) the weaknesses and gaps identified above in the Need section reveal that the greatest areas of concern in our District are in the lower grades, and 2) targeting resources primarily at younger students will allow more time through the years to influence their eating and fitness behavior. Three goals and eight objectives to accomplish those goals have been created for the management and evaluation of the project. These are in the Logic Model (Attachments) and the Evaluation Plan.

The Triple E project will address all three New York State Learning Standards for Physical Education and Health. These are: **Standard 1** - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. **Standard 2** - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. **Standard 3** - Resource Management: Students will understand and be able to manage their personal and community resources. These will be referenced in the activities below designed to meet each standard.

Triple E partners the District with Department of Physical Education and Sport Pedagogy at Manhattanville College, City of New Rochelle Department of Parks and Recreation and its Youth Bureau, Whitson's Food Group, Backyard Sports, and Monroe College School of Culinary Arts. Their contributions are explained in the design below.

Criterion A: Building capacity and yielding results extending beyond grant the period.

The Triple E Project will **build structural elements into the operating fabric** of District policies, practices, equipment, and programs and thus extend its impact well beyond the grant period. The Board of Education's ongoing commitment to improving the health and fitness in New Rochelle schools by adopting this Carol M. White initiative, which not only includes supplementing the program with considerable District resources, but includes **using lessons learned to re-visit and revise District policies** that relate to physical and health education. Indeed, its support of the elements of the design below is only the initial catalyst for permanent program change in and across district schools and classrooms. **Evaluation of our instructional model and policy revisions will serve as an informed basis for improvement and change.** The flow of baseline assessments, PECAT and HECAT curriculum assessments, feedback and the extent of accomplishments of benchmark targets from the first year will be presented with recommendations to the Board for improving District policies relating to fitness and health. District administration and PEP personnel will join the project partners and others to broaden the influence of Triple E into the community via engagement of families. This will extend the effects of the PEP Grant into the fabric of people's lives that will effect enduring change.

Criterion B. The project reflects up-to-date knowledge from research and effective practice

We have drawn inspiration for the Triple E Project from evidence-based practices shown to be effective in combating childhood obesity and physical inactivity in children. Exemplary wellness programs identified by the US Department of Education, the Center for Disease Control and, more recently (2011), the President's "Let's Move" initiative, provide a focus for our project design: 1) families who model and support participation in enjoyable physical activity; 2) school programs including quality, daily physical education, health education, and constructive recess so students develop the cognitive knowledge and performance skills needed to adopt active lifestyles; 3) ac-

cessible and attractive after school academies that provide regular opportunities for developmentally appropriate activities; 4) a community environment that motivates young people to be active by offering access to information, leadership development, and intergenerational activities; 5) and a well trained, knowledgeable school staff with the capacity to implement exemplary, research-based pe and health programs in grades K-12.

Central to Triple E are two curriculum plans, SPARK (fitness) and The Great Body Shop (healthy eating), chosen because their elements and delivery systems bridge our identified gaps and address weaknesses. Details of the Triple E project are described in the following chart.

Triple E Project Design	
Element	Supporting Research
<p>#1. Physical Education Curriculum (NYS Standard 1 & 2): Install and evaluate SPARK (Sports, Play, and Active Recreation for Kids) for grades K-12 to integrate sequential motor development, fitness, knowledge to be active for life, personal/social skill development, wellness for staff, and health /nutrition education through a coordinated package of active curriculum modules and content-matched equipment.</p> <ul style="list-style-type: none"> • For the ten New Rochelle Schools (seven elementary, two middle, and one high school) • SPARK will deliver systematic, outcomes-based PE/health education activities that address NYS Standards. • The curriculum contains measurable objectives consistent with NASPE’s standards and benchmarks. • Regular assessments using the web-based Fitnessgram 9 Program to monitor student progress three times per year so instruction can be targeted. • Individual and class progress reports prepared by teachers, or “fitness grams” to provide feedback to students and families. • Our partner, the Department of Physical Education and Sport Pedagogy at Manhattanville College will deliver the professional development workshops to train District PE teachers and project PE/health facilitators in the use of SPARK and provide follow up workshops to enhance skills during implementation. 	<p>1) SPARK is an evidenced-based model program recognized as a “school based solution to our nation’s healthcare crisis (Surgeon General’s Report, 2005; National Academy of Sciences) and identified by the Center for Disease Control as an exemplary model for increasing physical activity and combating childhood obesity. 2) According to research provided by San Diego State University, “SPARK provides exemplary, research-based physical activity/nutrition strategies for students. 3) A study of the SPARK curriculum by the Center for Disease Control (School-Based Education: An Action Guide), SPARK was given “national model status”.</p>
<p>#2. Health Education (NYS Standard 1 & 2): Support SPARK</p>	<p>Triple E uses the Center for</p>

<p>by introducing, for the first time, PE/Health Facilitators in grades K-7 at the elementary and middle schools.</p> <ul style="list-style-type: none"> • Three dual-certified Health and Physical Education teachers will serve as project-funded facilitators and provide a .40 FTE schedule at each elementary and a .50 FTE schedule at each middle school with developmentally appropriate health curriculum in grades K-7. • We will utilize the SPARK program as the physical education curriculum in K-12 and “The Great Body Shop” will be the elementary/middle school health curriculum, addressing the NYS Standards. • “The Great Body Shop” is an evidenced-based comprehensive curriculum approved by the NYS Education Department and recognized by SAMSHA in its National Registry of Effective Programs as a “Promising Program.” • The Facilitators will 1) work with PE and classroom teachers to infuse age-appropriate health subjects into their curricula; 2) model lessons, provide direct service to students in the classroom, and participate in grade-level meetings to build understanding and mentor staff; 3) deliver workshops for families so that parents can support their children’s health, nutrition, and activity; 4) and, support Triple E’s mission to enhance student and staff knowledge of and commitment to health and fitness as a value. 	<p>Disease Control has reviewed health education research published through the American Heart Association (Cardiovascular Health Promotion in Schools: A Statement of Health Professionals, 2008). Researchers reported, “...statistically significant effects on health knowledge, attitudes, and behavioral outcomes” when students were engaged in health education instruction at an early age. Recommendations from these studies support the Triple E design: 1) age-appropriate curricula about cardiovascular health; and, 2) age-appropriate and culturally sensitive curricula on changing students’ patterns of dietary intake and physical activity.</p>
<p>#3. <u>Integration of Physical Education in the Classroom, Constructive Recess, and After School</u> (NYS Standards 1, 2 & 3. Time counts toward required 120 minutes per week upon approval): To increase student time in physical activity, regular classroom teachers supported by project-funded PE/Health Facilitators will acquire the knowledge and skills to parallel plan and deliver developmentally appropriate, cognitive physical education lessons to students 60 minutes per week.</p> <ul style="list-style-type: none"> • Lessons related to the benefits of healthy eating, a physically active lifestyle, building positive relationships through sports and games, leadership in competition, and personal and social skills that include constructive competition, following directions, cooperation, best effort. • Structured and supervised physical activity during recess in all seven elementary schools and in grades 6 and 7 at our two middle schools, adding 2.5 hours per week of at least moderate physical activity. • The PE/Health Facilitators will design grade-level appropriate curriculum outcomes, train staff including lunch 	<p>The recess program is based on the research of Clements and others on “Recess in Elementary School: What Does the Research Say?” a synthesis of the research compiled by O. S. Jarrett, found in the on-line Eric Digests. The author concludes that “available research suggests that recess can play an important role in learning, social development, and health of school children.” Additionally, this initiative is founded on extensive data on the value of increased physical activity and the benefits for children.</p>

<p>and recess monitors to deliver the curriculum, and, in cooperation with Manhattanville College, design data collection tools to assess its effectiveness over time.</p> <ul style="list-style-type: none"> • One of our partners, the Department of Parks and Recreation: Youth Bureau will provide additional physical and health activities as part of an Afterschool Program (See #7: Community Triple E Activities below.) 	
<p>#4. Wellness Centers (All NYS standards): Triple E Wellness Centers will be established in each elementary school and upgrade existing Wellness Centers in each secondary school to insure that equipment matches with the curriculum content in our program design. They will be staffed by the PE/Health Facilitators and school PE teams.</p> <ul style="list-style-type: none"> • NYS Standard calls for every student to have their own personal fitness plan; these plans will originate and be maintained in the Wellness Centers. • Wellness Centers will be catalysts for 1) increasing the visibility of wellness and physical activity in the school community; and 2) provide a centralized location that offers a series of health and fitness-related activities and events for the school, for students and for their families. • Wellness Centers will 1) conduct specialized activities like dance, yoga, Zumba, as well as workshops on health, nutrition, self-perception and body image; 2) provide training sessions so students can develop personal fitness plans; 3) provide a place to engage in strength and conditioning work; 4) organize parent/family workshops on health, fitness, and nutrition; and, 5) organize professional development of teachers. 	<p>The Wellness Center model addresses a range of adolescent psycho-emotional issues, particularly body self-perceptions, and attitudes toward physical activity. Silverman, in “A review of research on instructional theory in physical education,” <i>International Journal of Physical Education</i> (2010) stressed the critical connections between perception and increased activity, and that carefully designed PE can address these needs. Guidance for the Wellness Center model is in Ransdell and Petuchkoff, Eds. (2007), <i>Ensuring the Health of Active and Athletic Girls and Women</i> and in the American School Board Journal issue, <i>Getting to Wellness</i> in 2005.</p>
<p>#5. Triple E for Teachers (All NYS Standards): Woven throughout Triple E are professional development opportunities for PE and general education teachers. They will be designed and conducted by our partners, Manhattanville College and Monroe College. These are training for:</p> <ul style="list-style-type: none"> • K-7 PE teachers and PE/Health Facilitators to utilize SPARK and Fitnessgram 9 assessment in their PE classes; • K-7 classroom teachers via workshops, modeling lessons and mentoring so they can increase their knowledge and skills in health, fitness, and cognitive physical education, as well as incorporate nutrition education and movement into their classrooms during the day; 	<p>Triple E and its partners will rely on evidence-based practice in designing its professional development curriculum. A recent guide recommended by the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) is <i>Linking Children's Learning with Professional Learning: Impact, Evidence and Inclu-</i></p>

<ul style="list-style-type: none"> • Staff who will deliver constructive PE during recess; • Expose all PE teachers to current research, enhance their knowledge of physical activity, health education and healthy eating, and increase their skills in fitness so they can assist students with their personal fitness plans. 	<p><i>sive Practice</i> by Jeanne K. Keay and Christine M. Lloyd (2011).</p>
<p>#6. Triple E for Families (NYS Standard 3): PTA Councils in each school will deliver several adult learning initiatives to increase families’ knowledge of the value of physical activity, of good nutrition, and of practices that support the healthy development of their children.</p> <ul style="list-style-type: none"> • PE/Health Facilitators will offer four Informational Workshops for Families, rotating through the various schools, on such topics as healthy development at different ages, enjoyable physical activities that families can do with their children, adolescent issues related to physical activity, adapting physical activity to the special needs of children and adolescents, and nutrition for a healthy, active lifestyle. • At least monthly, District families will be invited to the large “Dining Room” at Monroe College School of Culinary Arts to participate in cooking and tasting sessions which will focus on healthy food buying, preparation and eating. A registered dietician will present topics related to cooking in the home and making informed meal choices. • Our partner, the Department of Parks and Recreation Youth Bureau will sponsor intergenerational “Family Fitness Nights” in schools monthly to engage parents and their children in organized physically activity involving play, games, weight training, and exercise. 	<p>Research documents the positive role of family supports to increase children’s activity. From CDC’s Healthy Youth initiative: Welk.2009 - Parents who encourage, facilitate, and role model physical activity and who participate with their children helps them avoid the trend toward inactivity as they approach adolescence. Weiss, 2007- Receiving activity-promoting messages and experiences at home develop active lifestyles. In a synthesis of the research on family involvement (2005) Jeynes found that voluntary parental involvement strongly impacts across populations...as do parental programs.</p>
<p>#7. Triple E in the Community (NYS Standard 3): The New Rochelle Parks and Recreation and the New Rochelle Youth Bureau will assist us to create community programs.</p> <ul style="list-style-type: none"> • Triple E Clubs in each school offered afterschool, two times per week from 3 to 5 p.m. They will include age-appropriate traditional games, strength and conditioning exercises, food choice and preparation, as well as fun activities such as yoga, dance, sports clinics, team sports, and non-competitive recreation. • 4-week Summer Academies for regular and special education students structured around fitness and movement activities via Soccer, Basketball, Dance Aerobics, and Tennis. Focus on building cooperative and social skills through exercise and movement activities while addressing body awareness and student self confidence. 	<p>Research on the role of social supports in promoting increased physical activity among children has been helpful. In The Food Research and Action Center’s School Wellness Policy and Practice (2006), “linking good nutrition and increased physical activity should be the core of each District’s policy to promote health, fitness, and wellness of all students.”</p>

<ul style="list-style-type: none"> ● Family events on weekends and in the summer: For example, Parks and Recreation will provide the facilities for two Health/Fitness Community Expos during Year 1. These will be marketed to City and County youth, social, medical and municipal agencies and not-for-profits supporting health, physical fitness, healthy eating & wellness. ● The Youth Bureau will make Triple E in the Community their service-learning project, helping to staff the Triple E Clubs, family and community events. 	
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The following chart details how the Triple E project will address Requirements 2, 3, 4, 6 and 7. This full project addresses Requirement 1, and Requirement 5 is in the Management Plan.

Meeting Program-Specific Requirements	
Requirement	Response
<p>2 and 3 - Alignment with the local Wellness Policy and Similar initiatives</p>	<p>The District’s robust Wellness Policy worked with the Alliance for a Healthier Generation/Healthy Schools Program (AHG/HSP) (See Attachments for letter of support) to develop effective School Wellness Councils, which will continue during this grant period. The District-wide Wellness Committee works with the Food Service Vendor to improve the healthfulness and attractiveness to students of the School Meal Program and makes recommendations to the Board of Education concerning the Wellness Policy and Regulation. AHG/HSP will end at the end of this school year presenting an opportunity to reexamine and strengthen the Wellness Policy and Regulation. The Triple E program will key in this process.</p>
<p>4 & 7- Alignment of Equipment with PEP elements</p>	<p>In the K-5 grades, where most of our Year 1 equipment such as climbing walls and ropes will be distributed, our focus will be on improving gross motor skills, balancing and body awareness. We will equip the new Wellness Centers within our elementary schools with age-sized steppers, treadmills, and strength training equipment. In Years 2 and 3 we expand our project-related equipment in the middle and high school Wellness Centers.</p>
<p>6 - Use of PECAT and HECAT</p>	<p>Since we have adopted the SPARK program for our physical education curriculum and “The Great Body Shop” for our comprehensive health curriculum we will utilize the PECAT and HECAT to determine where our strengths in the curriculum exist and determine improvements. We will assess the effectiveness of SPARK through the Fitnessgrams Assessment, and The Great Body Shop through on-going staff meetings and training sessions so that we can improve our instructional delivery.</p>

Criterion C: An exceptional approach for meeting statutory purposes and requirements.

Triple E is an approach that not only integrates all statutory purposes and requirements, but has several outstanding elements to achieve required goals.

- 1) **PE/Health Facilitators** who are dual-certified in Health and Physical Education will support classroom teachers in skill-based and cognitive-based PE. They are school-based, will train and mentor staff in their classroom, and will participate on PE teams.
- 2) Establish **Wellness Centers** in all six of our elementary schools for K-5 students access to state-of-the-art, age-appropriate equipment. They will be the focal point for school health and fitness in each building and also be intergenerational fitness facilities for families.
- 3) **"Structured" daily recess periods.** PE/Health Facilitators will train and support paraprofessionals and lunchroom monitors in the delivery of this phase of our program.
- 4) Along with our strong parent component, i.e. **nutrition classes at Monroe College, Family Fitness Nights**, there will be **Fitness and Health Expos, dietician services from Shop-Rite supermarket** and the use of **incentive coupons** for healthy food purchases.

IV. ADEQUACY OF RESOURCES

Criterion: costs are reasonable given number served and anticipated results and benefits.

Costs for the Triple E project are extremely reasonable, given that all 10,930 students in the District will benefit from its services during the three years, and that the project will build an enduring capacity for the District to maintain the health and fitness of its students in the future. The total three year budget for the Triple E Program is \$2,250,000. In the first year, the District will provide 10% in matching funds and 25% in each of the subsequent two years, as well as waiving the indirect costs for all three years.

For the three-year program, costs covered by PEP funding calculate to only \$70 per participant. The primary concentration of services and funds will be for the 6,792 students in the K-

7 levels, where the per-participant cost will be only \$110 per year. Since the target population of the PEP program is students, these numbers do not factor in other participants who derive direct benefits, such as members of the students’ families. Nor are District teachers included; they gain valuable new professional skills and knowledge.

The bulk of the budget each year covers personnel costs at the K-7 level, where three PE/Health Facilitators will work across six District schools through Wellness Centers at a cost of \$140,846 for the six schools, or \$23,474 per school per year. Targeting the funding in the earlier grade levels will build a healthier and a more fit student population at higher grades in the future.

The Federal and District funds will be supplemented by significant resources from the District’s four partners as outlined in the following chart.

Partner Contributions to Resources	
Partner	Contributions
Monroe College, School of Hospitality Management and the Culinary Arts	<ul style="list-style-type: none"> • Nutritional expertise and adult learning experiences for parents. • Faculty members, nutritionist and dieticians will meet with parents monthly and help them create food logs, understand dietary intake strategies, create recipes, meals and snacks for the home. • Contribute a representative to the Triple E Advisory Council.
Manhattanville College: Dept of Sports Pedagogy and Physical Education	<ul style="list-style-type: none"> • Facilitate professional development for K-12 staff and PE/Health Facilitators • Assist in program implementation of the SPARK curriculum, • Contribute a representative to the Triple E Advisory Council.
Whitson’s Culinary Group (Food Service)	<ul style="list-style-type: none"> • Provide materials for the Nutrition Safari School Nutrition Program, “Food Allows Us to Grow.” • Each student will receive “My Health Pan” which offers a personal road map supporting exercise, nutrition, body weight and image art, worksheets, and group activities for classroom use in grades K-7. • Provide each school with a complete set of school posters offering “Smart Choices” “Green Leaf Cuisine,” “Veggie Groups,” etc.
City of New Rochelle Dept of Parks and Recreation, Youth Bureau, Westchester	<ul style="list-style-type: none"> • In-kind administrative and planning support to all partner activities. • In-house clerical services to recruit, register, and enroll participants in partner programs • Service-learning projects for high schoolers in the Triple E program • Community Expos, Family Fitness Nights, use of County Health “Fit

County Health Dept.	Mobile”, use of Rec Trac software to track health and fitness activities in the Community
Backyard Sports	<ul style="list-style-type: none"> • After school and community physical activities

V. QUALITY OF MANAGEMENT PLAN

Criterion: Plan to achieve the objectives of the proposed project on time and within budget

A well-planned management structure will ensure the Triple E project achieves its objectives on-time and within budget. The Project Director will have the primary responsibility for conducting the grant. He/She will be assisted by a Core Staff consisting of the District Director of Physical Education, Health and Athletics (DPEHA), Mr. Steve Young, and the District Medical Director, Dr. Adrienne Weiss-Harrison. The project is fortunate to have a 20% commitment of Dr. Weiss-Harrison, who serves on the American Academy of Pediatrics’ National Council on the School Health Executive Committee. Others who will provide direct service include: School Nurses, PE teachers, classroom teachers, principals, community members and clerical support. Central to the services provided to students will be three full-time PE/Health facilitators.

PERSONNEL		
Position & Supervisor	Funding & (time on project)	Primary Responsibilities See Attachments for job descriptions and resumes of Key Personnel
Project Director (PD) <i>District Director of Physical Education, Health and Athletics (DPEHA)</i>	PEP funds (.50 FTE)	Monitor and supervise the day-to-day workings of the grant; coordinate with the administrators and teachers at the schools to establish priorities and instructional initiatives. Work with partners to develop an annual scope of services and monitor their implementation. Monitor required program components with facilitators and evaluator to ensure desired outcomes. Review and sign time-sheets/payroll requests; prepare and submit annual program reports. Collaborate with Project Advisory Council to assess milestones and communicate outcomes to stakeholders.
District Dir of PE, Health and Athletics (DPEHA) Mr. Steve Young <i>Asst Superint. of</i>	Matching (District) funds (.25 FTE)	Oversee all aspects of the program implementation, confer with the PD regularly as he/she coordinates the program. Support program initiatives with school administrators and grant personnel. Attend meetings with the PD and Partners to insure the progress of the initiatives with objectives. Authorize expenditures for personnel and equipment purchases. As-

<i>Curriculum and Instruction</i>		assist the PD to hire personnel and consultants.
Medical Director <i>Asst Supt: Curric, Instr. Support & Funded Progs</i>	District Match .20 FTE	Oversee the total BMI program, oversee the nutrition program District-wide, insuring alignment with revised District wellness policies and grant activities
10 District Principals Report to Superintend. of Schools	District Match (.002 FTE)	Assist to hire and supervise program personnel, meeting with staff on a regular basis, integration and scheduling of program services within each building.
12 Teachers Summer Academies DPEHA	PEP funding (48 hours each)	Provide instruction for students during the summer in Tennis, Soccer, Basketball, and Zumba-Aerobic Dance.
3 PE/Health facilitators <i>Project Director</i>	PEP funding (100%)	Teach cognitive PE concepts and knowledge and health education practices to students in grades K-7; train school staff, monitor student assessments, map and align curriculum and support classroom teachers; provide family informational workshops in all schools.
10 School Nurses <i>Medical Supervisor</i>	Match (50 hrs total)	Implementing the BMI Screening for students in grades K, 2, 4, 7, and 10
Clerical - Senior Typist <i>Project Director</i>	PEP funds (.25 FTE)	Input data related to the BMI's for all students in grades K, 2, 4, 7, and 10; prepare reports related to SHI assessments, prepare all correspondence related to Partners, school site assessment reports community agencies and SED reports. Provide project related reports and correspondence as directed by the Project Director (i.e.: vendor contracts, board resolutions, payroll claims, timesheets, etc.).
Project Leader of Summer Academies <i>Project Director</i>	PEP funds (48 hours/yr)	Coordinate the recruitment and registration of students into the program, purchase program supplies and materials, hire and supervise staff.
10 Special Ed. Teachers: Summer Adaptive Academies <i>Project Director.</i>	PEP funds (30 hours each)	To work with Special needs students at each school level to provide fitness, nutrition and social skills activities.
Building and Grounds/ Security: for Summer	District Match (48 hours)	Buildings and Grounds staff ensures the cleanliness of the building and grounds for the program; security monitors supervise entry/exit of all individuals on school grounds and

Programs	provide security
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In addition, the Triple E project will be aided by an Advisory Council.

Triple E Advisory Council	
Membership	Function
Project Director, the District DPEHA, a representative from each of our project partners: City of New Rochelle Parks and Recreation, Youth Bureau, Manhattanville College, Monroe College, Backyard Sports and Whitson’s Food Service. In addition, there will be one project-funded PE/Health Facilitator and one pe teacher from an elementary, middle and high school, one health teacher from the secondary level school, and the Grants Manager from the District’s Office of Funded Programs.	Meet on a quarterly basis (4 times per year) to review programs, to react to progress reports, to address program concerns/issues and to give recommendations on programs. Liaison between the Advisory Council and the District’s Administrative cabinet (District Principals) will be accomplished by the Project Director and the District’s PE/AD Director who will meet monthly for program updates and review of operations.

Management of the project includes a timeline of planned activities and milestones.

PROJECT TIMELINE (Grayed items are repeated every year)			
Date	Activity	Responsibility	Milestones
YEAR 1			
After award hut prior to Oct 2013	Planning meetings of Partners, and other team members Hire outside evaluator	Project Director, District DPEHA, Grants Manager and Asst Superintendent	Roles defined; determine initial 3-year plan details with focus on Year 1 (hiring, meeting, training, evaluation, purchase and event schedules); announce to community, set up website,
Oct – Nov 2013	Hire staff, purchase Year 1 equipment, orient staff, finalize training and baseline data collection, initiate training	Project Director and DPEHA, and Building Principals	PE/Health Facilitators trained; obtain and load SPARK; train grades K-7 staff to collect baseline data, set up Wellness Centers
Nov 2013– Jan 2014	Training of teachers on SPARK, Fitnessgram and Great Body Shop	SPARK, Fitnessgram (online), and Manhattanville College	Introduction of curriculum in classroom, gymnasium and related assessments
Oct 2013- June 2014	Administer Fitnessgram program assessments, 3 times per year. Collect and analyze data.	Physical Education Teachers, PE/Health Facilitators	Providing timely information to instructional and management personnel to progress-monitor students to differentiate instruction and program support.
Dec	--Collect, analyze, and	Project Evaluator,	-Timely information to project

2013 and June 2014	report-out on the Triple E Program assessments 2 times per year. --Prepare year end evaluation report and submit to school stakeholders, i.e. Board of Ed, Superintendent, and Advisory Council.	Teachers, Nurses and other staff as data collectors.	management regarding process and impact outcomes. -Report of project outcomes, accomplishments, milestones, and any deficiencies to Board of Education, Superintendent, and Triple E Project Advisory Council.
Nov 2013 – June 2014	Conduct afterschool academy; family fitness; 2 community health/fitness expos; informational family workshops; and, food preparation program and nutritional education	Youth Bureau, Department of Parks and Recreation, Monroe College, and Physical Education/Health Facilitators	Set schedule for the activities, advertise, promote and recruit parents and community participants. Incentivize attendance via community discount dollars at local supermarkets. Check attendance and administer qualitative survey for events.
October 2014 – June 2015	Review health, wellness, fitness, cardiovascular policies	Project Director, Medical Director “Dr. Adrienne Weiss”, Director PEHA and School Principals	Policy revisions submitted to and approved by the Board of Education and the Wellness Committee approved policies into the district health plan
June 2014	Submit final budget and fiscal expenditure reports	Federal Funds Bookkeeper Project Director review	Year 1 Final Expenditure Report submitted to SED and USOE
YEAR 2			
July – August 2014	1) Review Previous Year. 2) End of year closeout meeting with the Advisory Council. 3) Purchase project-related equipment to expand the Wellness Centers at the 2 middle and high school.	1) Project Director supported by the DPEHA, Grants Manager and Assistant Superintendent 2) Project Director 3) Project Director and physical education and health district staff, project funded PE/Health Facilitators and project secretarial staff.	1) Adjustments and/or modifications re: schedules, curriculum sequence, activities, materials, staffing, assessments, etc. 2) Review of future directions as proposed by the Advisory Council for coming year. 3) All materials and service contracts will be completed for the opening of school.
July – August 2014 (Cycle 1 Trng); Sept – June 2015	4) Meet with partners to plan staff development activities, special events, parent education, etc. 5) Staff development	4) Project Director and District DPEHA 5) Manhattanville College, Fitnessgram 9 technical representative,	4) Schedule of proposed professional development activities, special events in the community and schools and parent education workshops.

(Cycle 2 Trng) October 2014 – June 2015	training to physical education and health education teachers and project funded PE/Health Facilitators (continuation training). 6) Interval assessment program using Fitnessgram 9 three times per year (October, February, and May); collect and analyze data	SPARK in-service instructor. 6) Physical Education teachers, PE/Health Facilitators	5) Improve staff capacity and instructional delivery, more uniform and cohesive scope and sequence of project lessons. 6) Timely information to instructional and management personnel to progress-monitor students, differentiate instruction and offer individual support.
YEAR 3			
July – August 2015	Process for re-remaining equipment and service contracts.	Project Director	All materials and service contracts will be completed for the opening of school.
July – August 2015 Sept 2015 – June 2016	Cycle 3 Training Cycle 4 Training See Year	See Year 2	See Year 2
Spring 2016	Re-administer SHI and other final assessments	Project Director, Evaluator	Comparison of Baseline SHI with Final SHI for each school
June 2016	Submit final budget and fiscal reports	Federal Funds Bookkeeper Project Director review	Year 3 & Final Expenditure Report submitted to SED and USOE

Plan for project promotion: Upon notification of the grant award we will request PTA funding and private funding for Triple E “Tee Shirts” and conduct Walking Tours around elementary and middle schools. Of course, announcements will be made by the Board of Education; a release will be prepared for all school web-sites complemented by a request to the Mayor of New Rochelle, Noam Bramson, to declare “October 1st as Triple E Day in the City of New Rochelle”. Triple E Newsletter in English and Spanish will be disseminated to parents and at community sites and in supermarkets. The Project Director, with the support of the DPEHA, will highlight Project events and successes on the Physical Education, Health, and Nutrition Section of the Athletic Director’s website; where possible we will provide web access to all Project

forms. Finally, we will list project events electronically on individual school, district and community sites (City of New Rochelle).

VI. QUALITY OF EVALUATION PLAN

Criterion: Methods of evaluation are thorough, feasible, and appropriate

The evaluation plan will enable project leadership to accurately gauge whether the Triple E Program is achieving its intended goals, objectives and outcomes, over the life of the project. Evaluation will begin upon notification of the grant, with the engagement of a qualified external evaluator after an open competition, using the procurement procedures of the District. Qualifications sought will include at least five years of experience in evaluating school programs funded by federal agencies and familiarity with evaluating PEP programs in particular. Once on contract, this independent evaluator will further develop the details of the evaluation plan and timelines in consultation with the Project Director and other staff. The evaluator will fine-tune PE/Health data collection methods, initiate training for teachers in data collection techniques, provide automated data collection and analysis, prepare evaluation reports as scheduled, assist with Federal reporting requirements and provide other technical assistance relating to evaluation, as needed. The Project Director will oversee daily evaluation activities, oversee submission of data to the evaluator, use evaluation reports to monitor project activities, coordinate decision-making with input from stakeholders when the evaluation indicates benchmarks or objectives will not be met, and generate interim and final reports based on the evaluator's information for the partners, the community, the federal government and other stakeholders.

This evaluation plan sets preliminary numeric benchmarks for evaluating grant objectives and their activities, to be reported monthly, quarterly or annually as appropriate. The table below indicates benchmarks and details of the data collection/assessment process. Teachers, school nurses, the project-funded PE/Health Facilitator and staff of community partners will collect data

to be sent to the outside Evaluator for compilation and analysis. The confidentiality of student data will be protected according to Family Educational Rights and Privacy Act (FERPA).

OVERVIEW OF EVALUATION PLAN		
Year 1: Baselines set within 60 days of beginning of program year, then data collected two more times by year end. Years 2 and 3: Data collected at mid-year and year end.		
Benchmarks		Data Collection/Assessment
June 2014	June 2015	
TRIPLE E OBJECTIVE #1A: By the end of the three-year grant period, we will increase the number of district students who achieve the minimum standard of 150 minutes of moderate to vigorous physical activity per week to 95% of elementary and middle school students or approximately 7,000 students. (GPRA 1)		
2014: At least 65% of New Rochelle students will be physically active for 60 minutes per day	2015: At least 85% of New Rochelle students will be physically active for 60 minutes per day	Pedometer measurement for 7 days for students in grades K-12 and 3-Day Physical Activity Recall (3DPAR) instrument to collect data on students in grades 5-12.
TRIPLE E OBJECTIVE #1B. By the end of the three-year grant period, 95% of the district PE teachers will implement developmentally appropriate SPARK lessons and activities (GPRA 1)		
2014: 60% of the district physical education teachers will implement developmentally appropriate SPARK lessons and activities	2015: 80% of the district physical education teachers will implement developmentally appropriate SPARK lessons and activities	Teachers demonstrate at least a "Routine Level of Use" as measured by the Concern's Based Adoption Model's (CBAM) "Levels of Use" (LoU) Survey (Hall, Wallace, and Dossett, 1979).
TRIPLE E OBJECTIVE #2: In each year of the program, at least 80% of Triple E Project students will meet the standard of a healthy fitness zone as established by the assessment metric for the Presidential Youth Fitness Program (PYFP) in all six fitness areas of assessment. (GPRA 2)		
2014: 80%	2014: 80%	Use the Fitnessgram 9 Assessment process as recommended by the PYF Program
TRIPLE E Objective #3: 80% of students in grades K-4 will successfully complete the Blast Off game and Pyramid Tracker in grades 5-12 as part of the myfoodpyramid.gov program (NASPE Standard 1; NYS Standard 1).		
2014: 60%	2015: 70%	For grades K – 4: successful completion of the USDA's Blast off online game. Grades 5-12 successful completion of Pyramid Tracker.
TRIPLE E Objective #4: By 2015, 80% of school District policies related to physical activity, fitness, and nutrition education of students will be revised and accepted for inclusion by the Board of Education. (All GPRA Goals)		
2014: The physical activity, food and nutri-	2015: Board of	The Triple E Core Staff

tion-related curriculum and policies will be reviewed by the District’s Wellness Committee, to ensure consistency with the Child Nutrition Act and National School Lunch Act, and will make recommendations regarding policy revisions to the Board of Education.		Education will have reviewed all nutrition and fitness policies by the end of the second program year	will conduct an assessment and report on the status of each of the District’s fitness and health related policies.
TRIPLE E Objective #5: By the end of the three year grant period, at least 50% of parents will have engaged in at least 12 hours of workshop training in nutrition and the need for physical activity (NYS Standard 3 Family and Consumer Sciences). (All GPRA Goals)			
2014: At least 25% of parents will have engaged in at least 12 hours of workshops in nutrition and the need for physical activity	2015: At least 40% of parents will have engaged in at least 12 hours of workshops in nutrition and the need for physical activity	Success will be determined by workshop attendance records and a qualitative parent survey to be developed, and administered once in mid-year and one at the end of the school year.	
TRIPLE E Objective # 6: In each program year, 95% of physical education and project-funded PE/health facilitators will receive 12 hours of professional development in physical fitness activities, nutrition and health-related concepts (NYS Phys. Ed. Standard 1). (All GPRA Goals)			
2014: 60%	2015: 80%	On-site visits, attendance records and a survey to be developed that assesses knowledge gained via in-service training.	
TRIPLE E Objective #7: By the end of the program, 95 % of general education classroom staff (regular education and special education) will receive 8 hours of professional development (All GPRA Goals)			
2014: 60%	2015: 80%	Assessment: In class observations, lesson plan reviews, student performance on report cards, and a survey that assess understanding and knowledge gained	
Triple E Objective #8: 95% the physical education teachers will engage in targeted instruction using data from Fitness gram 9-assessment system. (All GPRA Goals)			
2014: 60%	2015: 80%	The Project Evaluator will utilize the Fitnessgram 9 data system to determine progress in meeting this objective.	

Performance feedback and ongoing assessment will be accomplished by review of evaluation data and benchmarks by the Core Staff to answer questions such as: Are project activities being implemented as proposed? Is the project being implemented within the specified budget? Is the project being implemented within the specified time frame? What kinds of activities are students engaging in? For how long? How many students? What is the program’s impact on PE class activities and student engagement minutes? How is the program impacting the elementary

and secondary PE and Health curricula? How is the program impacting family engagement in healthy nutrition and fitness? Are students enjoying the activities? What kind of progress are students making? What are the students, parents, teachers and project partners saying about the program? What changes need to be made, based on feedback received?

Outcome Evaluation: In addition to the outcomes for the Triple E objectives in the previous table, the process outlined below will extract documented evidence of the extent that the project activities have met the GPRA goals (outcomes) and will substantiate the conclusions.

Table 6.3: Summative Evaluation Plan	
Outcome Objective	Data and Evaluation Process
GPRA 1 Goal: The district will increase the time in which all students have developmentally appropriate, structured and supervised physical activity by at least 2.5 hours per week to address National and NYS standards and to meet a 95% of participants who engage in 60 minutes of daily physical activity	<u>When:</u> Annually <u>Data:</u> Pedometer measurement for students in grades K-12 and an additional 3-Day Physical Activity Recall (3DPAR) instrument to collect data on students in grades 5-12. <u>Evaluation:</u> From the final data collection session at the end of each evaluation period for the year. Number of students who meet the target of 60 minutes per day, divided by all students assessed.
GPRA 2: 80% percent of students served by the grant who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in all six fitness areas of that assessment.	<u>When:</u> Annually <u>Data:</u> Assessment via the Fitnessgram process <u>Evaluation:</u> From the final assessment, the number of students meeting standards in all six fitness areas divided by the total number of participants
GPRA 3: 80% of students served by the grant who consume fruit two or more times per day and vegetables three or more times per day	<u>When:</u> Annually <u>Data:</u> Number of students in grades K-4 who successfully complete the Blast Off game and grades 5- 12 the Pyramid Tracker as well as the Youth Risk Behavior Survey. <u>Evaluation:</u> Calculate percentages based on number who successfully complete the online assessment/YRBS divided by the total number.
The same SHI modules will be administered and reported at the end of the project and compared to the baseline SHIs to measure and report the extent that the PEP program improved the fitness and health of students in the New Rochelle District.	

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Carol M. White Physical Education Program

ATTACHMENTS

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**New Rochelle Carol M. White Physical Education Program
Key Personnel**

**JOB DESCRIPTION
PROJECT DIRECTOR**

The Project Director will:

- 1) Monitor the day-to-day workings of the project to insure that program components are implemented with fidelity and as per the approved design;
- 1) Confer with school administrators and consult with funded and non-funded staff to coordinate and support program activities at each school;
- 2) Organize and attend regular meetings with program partners to align the progress of initiatives with proposed objectives;
- 3) Hire appropriate personnel, consultants and vendors to implement program practices in alignment with grant initiatives;
- 4) Order and authorize expenditures for materials, supplies, and equipment related to health, nutrition, physical fitness activities specified in the design;
- 5) Supervise the K-12 Physical Education/ Health facilitators, and in concert with the building administrators, evaluate their performance;
- 6) Coordinate the local program evaluation process (formative and summative) and assure that all reports are submitted in a timely manner;
- 7) Insure that pupil reporting mechanisms supported via technology and data-based management are fully exploited to achieve program transparency for parents, staff, and students;
- 8) Establish and maintain the Carol White M. Program Advisory Council composed of partner representatives, school instructional and administrative staff, students, parents, health, and nutrition professionals. Council members will receive progress reports, review program activities, offer feedback and comment on program initiatives and operations and make recommendations for improvement.

**New Rochelle Carol M. White Physical Education Program
Key Personnel**

**JOB DESCRIPTION
PHYSICAL EDUCATION/HEALTH FACILITATOR**

The Physical Education/Health Facilitator will:

- 1) Train and support K-7 general education and special education classroom staff in “cognitive” physical education, “skill and performance” components of physical education, personal health and nutrition education related to SPARK and The Great Body Shop Programs;
- 2) Train and support lunchroom monitors and paraprofessionals to deliver physical education skills during the “structured” recess periods on a daily basis in grades K-7;
- 3) Map and align skills, concepts, and content knowledge from the SPARKS and Great Body Shop Programs to “user friendly” lesson plan formats;
- 4) Assist licensed K-12 Physical Education staff and class staff to maintain lesson plan parallels (SPARK Program) through coordination and planning;
- 5) Assist physical education staff (K-12) to administer the Fitnessgram 9 Program at regular intervals throughout the school year, record and analyze student data and create student profiles in order to track progress and target instruction;
- 6) Provide informational health, nutrition, and fitness workshops to parents and family members in all districts schools;
- 7) Serve on the Triple E Advisory Council and offer timely input and recommendations concerning program implementation at the elementary, middle, and high school levels.

Stephen B. Young
Certified Athletic Administrator
 4555 Henry Hudson Parkway
 Apartment 904
 Riverdale, New York 10471
 (718) 884-1701

Professional Experience

August 2012 – Present:

Director of Physical Education, Health and Athletics, City School District of New Rochelle, New York.

Responsible for the administration of physical education and health curriculum for 10 schools and 32 teachers. Direct the interscholastic athletic program which consists of 70 teams and more than 100 coaches in two middle schools and the high school.

July 2002 – August 2012:

Director of Physical Education and Athletics, Chappaqua Central School District, Chappaqua, New York.

- Supervise coaches for 70 teams and a physical education staff of 16 in 6 schools
- Organize special events, i.e. Homecoming, basketball tournament, Greeley Games, Senior Awards Dinner
- Direct all aspects of the interscholastic athletic program, including budget preparation, home and away contest management, equipment procurement and inventory, scheduling and preparation of facilities
- Oversaw the expansion of the modified athletic program from 8 to 16 teams
- Added junior varsity teams in girls' and boys' soccer, boys' and girls' tennis
- Worked to establish the position of full-time Athletic Trainer for the district
- Work closely with the Booster Club, PTA, and the Department of Parks and Recreation
- Established an Athletic Advisory Committee comprised of parents to discuss issues related to the Athletic program
- Instituted seasonal sports meetings for parents
- Served as an instructor for the physical education staff in an in-service course, "Current Issues in Physical Education", 2008
- Established a fitness center at the Robert E. Bell Middle School which helped to expand the physical education curriculum and has been helpful for those students with special needs
- Member of the District's Wellness Committee, 2008-present.
- Member of the District's Assessment Committee in preparation for the implementation of the APPR.

August 1997- June 2002:

Director of Athletics, The Dalton School, New York, New York.

Administered all aspects of a large private, independent school interscholastic athletic program.

August 1993 – June 1997:

**Director of Athletics and Physical Education/Head Women's Basketball Coach,
 Yeshiva University, New York, New York.**

Responsible for all aspects of a NCAA Division III athletic program: i.e., administration; financial affairs; arrangements for intercollegiate contests; hiring and structuring of athletics department staff; maintenance of facilities; development of intramural and recreational programs at Yeshiva and Stern College for Women.

September 1987 – August 1993:

**Director of Athletics and Physical Education, Columbia Grammar and Preparatory
 School, New York, New York.**

Managed the interscholastic athletic and physical education program. Served as Head Coach for Girls' Varsity Soccer and Softball, and Boys' Varsity Basketball.

Achievements:

- Athletic Management magazine's "Award of Excellence" 1997
- Founder and Tournament Director of the Columbia Prep Tip-Off Tournament

September 1982 – June 1987:

**Physical Education Teacher and Varsity Basketball Coach, The Browning School,
New York, New York.**

Professional Service:

- **President**, New York State Athletic Administrators Association, 2012-2013.
- **Member of the National Faculty of the Leadership Training Institute**, National Interscholastic Athletic Administrators Association, 2008 - present. Vice-Chair for the LTI 709 course.
- **Assistant Chair for Leadership Training**, New York State Athletic Administrators Association, 2006-2010.
- **Treasurer** for NYS Athletic Administrators Association, Chapter One, 2005-present.
- **Treasurer**, Conference III, 2012-present.
- **Member of the Executive Committee**, Council of Administrators, 2010-present. Assumed the position of Treasurer, 2011.
- **Section Coordinator** for Girls' Basketball, 2008-present.
- **Section Coordinator** for Girls' Lacrosse, 2004-2008
- **Member of the following Section One committees:** Negotiations Committee, 2010-present; Sportsmanship Committee, 2004-present; Championship Committee, 2009-present; Safety Committee, 2006-2008; Class A Football Committee, 2010-present; Modified Committee, 2002-2007; Football Restructuring Committee, 2010-present; Athletic Council, 2003-2004.
- **Secretary**, Conference II, 2003-2004; Conference III 2009-present.
- **Sport Chairperson**, Modified Wrestling and Track and Field, 2002-2007.
- **Initiated** Section One's "Sportsmanship Summit", Spring 2006.
- **Member**, "Educational Framework for Athletics" committee. A statewide committee charged with developing a curricular framework that would help enhance quality athletic experiences for students throughout the state. The New York State Department of Education accepted the final document. 2000-2002.
- **Chairperson**, New York State Association of Independent Schools Athletic Directors Committee. 2001-2002.
- **Secretary**, Ivy League of Preparatory Schools, 1998-2002.

Honors and Certifications:

- New York State School District Administrators Certification.
- Southeastern Zone's Council of Administrators Leadership Award, November 2011.
- **Instructor** for the New York State Coaching courses, "Principles and Philosophy of Coaching in Education" and "Theory and Techniques of Coaching"
- **Instructor's certification** for the NYSPHSAA "Citizenship Through Athletics" course, 2003.
- **Coach of the Year** (Boys' Basketball), Independent Schools Athletic League, 1993.
- **"Outstanding Contributions to the Life of the School"**, awarded by Columbia Grammar and Preparatory School's Board of Trustees, 1992.
- **Certified Athletic Administrator**, having met the requirements set forth by the National Interscholastic Athletic Administrators Association, 1991.

Workshops Presented:

- "Managing Relationships: The Key to Success in Athletics." Presented at the New York State Association for Health, Physical Education, Recreation, and Dance Conference, November 2010 and at the Yonkers Coaching Conference, June 2011.
- Instructor for the NIAAA Leadership Training courses in New York State. Taught the following courses: LTI 617, 700, 701, 705, 707, 709, 511, 790.
- "Bring Sportsmanship to Your Community". New York State Park and Recreation Society Conference, April 2004
- "Ethics and Sports". Presented at The Dalton School's Ethics Night, Spring 2002.

Articles Published:

"Ethics in Sports." **Voices**, The Dalton School's Student Ethics Group Journal, Spring 2002.

"Indiana Inks Insurance Sponsor." **Sports inc. The Sports Business Weekly**, July 1988.

"The 1-2-1-1 Press: A Multiple Option Defense." **The Athletic Journal**, May 1985.

"Offseason Conditioning for Basketball." **The Athletic Journal**, May 1982.

Professional Associations:

New York State Athletic Administrators Association; New York State Association for Health, Physical Education, Recreation, and Dance; National Interscholastic Athletic Administrators Association; Association for Curriculum and Supervision and Curriculum Development; American Alliance for Health, Physical Education, Recreation and Dance.

Conferences Attended

National Athletic Directors Conference, 2007-present.

New York State Athletic Administrators Conference, 2003, 2005-present

New York State Council of Administrators Conference, 2003, 2006, 2010, 2011

New York State Association of Health, Physical Education, Recreation, and Dance Conference, 2010

"Treating the Comprehensive Football Athlete" at the Doral Arrowwood Resort and Conference Center, May 2011.

Southeastern Zone Physical Education Conference at White Plains High School, November 2011.

Education:

Manhattan College, Riverdale, New York.

Professional Diploma in Administration and Supervision.

Baruch College, New York, New York.

Attended the Graduate School of Business Administration.

Western Illinois University, Macomb, Illinois.

Master of Science degree in Physical Education.

Concentration: Athletic Administration.

Clark University, Worcester, Massachusetts.

Bachelor of Arts degree.

ADRIENNE WEISS-HARRISON, M.D., F. A. A. P.*Curriculum Vitae*

City School District of New Rochelle
 515 North Avenue
 New Rochelle, NY 10801
 (914) 576-4264
 Fax (914) 632-3371
 email: aweiss@nred.org

Education and Training:

THE NEW YORK HOSPITAL-CORNELL MEDICAL CENTER, DEPARTMENT OF PEDIATRICS:
 Fellow, Ambulatory Care 1982-1983
 Intern/Resident 1979-1982

CORNELL UNIVERSITY MEDICAL COLLEGE, M.D. 1979 (now known as: Weill Cornell Medical College)

CORNELL UNIVERSITY, B.S. 1976
 (7 Year B.S./M.D. Dual Degree Program)

Employment:

CITY SCHOOL DISTRICT OF NEW ROCHELLE:

MEDICAL DIRECTOR/SCHOOL PHYSICIAN, 1994 – present

- Leadership of Health Services Department with Health Offices in 20 Schools and with 1 F.N.P., 19 full-time, 5 part-time and 12 hourly R.N.'s, and 1 L.P.N., serving 14,000 students
- Recruiting, supervision, and management of professional and clerical staff
- Leadership of the District Wellness Program, including working with the Alliance for a Healthier Generation/Healthy Schools Program
- Led City School District Automated External Defibrillator (AED) initiative, 2002-03, and ongoing responsibility for AED Program
- Member of the Committee for Special Education
- Conduct in school physical examinations on pre-school, elementary, and secondary students for general exams, sports exams, and working paper exams
- Planning of professional education, recertification (e.g., CPR) for staff
- Education of pedagogic staff re: in school medical needs and care of medically fragile children
- Liaison with community physicians, hospital personnel, local and NYS DOH
- Occupational health including District's OSHA Bloodborne Pathogens Standard program
- Member of Pupil Personnel Leadership Committee
- Resource for staff and parents re: information and medically related special services (e.g., medical transportation and home instruction)
- Upgrading of Health Office equipment and supplies (e.g., all Health Offices have nebulizers, peak flow meters, oxygen tanks, and glucometers)
- Open Airways for Schools, 1998 – present (3rd – 5th grade Asthma Education Program of the American Lung Association)
- Food Allergies: Planning for the students with Food Allergies, including overseeing Allergy Action Plans, allergen avoidance, standing orders (EpiPen/Oxygen), education.
- School based Parent Asthma Education program, "Take Control of Asthma/Don't Let It Take Control of You", 2001 - present

Adrienne Weiss-Harrison, M.D.
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- Proactive approach to meeting the needs of children in school with a constant view to safety standards
- Crisis Management: example, 4-5/03, case of "suspected SARS" in a District student.

SOUND SHORE MEDICAL CENTER:
 PEDIATRIC CLINIC ATTENDING, 1995-1997

MAMARONECK UNION FREE SCHOOL DISTRICT:
 SCHOOL DISTRICT PEDIATRICIAN, 1993-1994

PRIVATE PRACTICE:
 MAMARONECK, NEW YORK 1992-1994

KAISER PERMANENTE - NORTHEAST REGION:
 (Known as Westchester Community Health Plan before 1985) 1983-1992
 Staff Pediatrician (.8 FTE) 1991-1992
 Physician-in-Chief, White Plains Health Center 1989-1991
 Chief of Pediatrics 1985-1990
 Staff Pediatrician 1983-1985

- Developed and implemented Pediatric Quality Assurance Plan
- Implemented Pediatric Asthma Home Care Program resulting in improved care and 75% reduction in already low hospital utilization
- Facility planning for 70,000 square foot health center opened early in 1992
- Hospital liaison
- Negotiated capitation and favorable FFS contracts with outside subspecialists
- Problem solving and proactive approach by developing collaborative relationships with staff on all levels
- Leadership of health center staffed by 25 M.D.'s, 7 midlevel providers, 125 support staff; 140,000 visits per year
- Physician recruiting

SUBURBAN PARENTING NEWS:
 Medical Columnist, 1990 - 1996

Hospital Appointments:

Sound Shore Medical Center (known as New Rochelle Hospital Medical Center prior to 1996)
 Provisional Pediatrician, 1992 - 1997
 Adjunct Attending Pediatrician, 1997 - 1998
 Honorary Staff, 1998 to present

Montefiore Medical Center - Weiler Division
 Assistant Attending Pediatrician, 1992 - 1994

The New York Hospital
 Assistant Attending Pediatrician, 1983 - 1998

St. Agnes Hospital
 Associate Attending Pediatrician, 1987 - 1991
 Assistant Attending Pediatrician, 1983 - 1987

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 Page 3 of 6

White Plains Hospital Medical Center
 Assistant Attending Pediatrician, 1991 - 1992
 Associate Attending Pediatrician, 1987 - 1988
 Assistant Attending Pediatrician, 1983 - 1987

Committees & Boards:

CITY SCHOOL DISTRICT OF NEW ROCHELLE:

Concussion Management Team, co-chair, 2009 - present
 Wellness Committee, co-chair, 2005 – present
 Schools Sustainability Committee, co-chair 2008 - 2010
 Superintendent's Council, 1994 - present
 Sick Bank Committee, 1994 - present
 Co-chair, 1995 – present
 AED Committee, 2002 - 3
 Health Advisory Committee, 1998 - present
 District Wide School Safety (S.A.V.E.) Committee, 2001 – present
 Nutrition Supplement Task Force, 2001 – 2 (a group of School Health and Sports Medicine professionals concerned about the use of supplements by student athletes)
 First Aid Manual Committee, 1999 - 2001
 Dental Health Committee, 2000 - 6
 New Rochelle Community Council Health Care Action Committee, 1994 – 1998

AMERICAN LUNG ASSOCIATION OF HUDSON VALLEY [MERGED W/ALA OF NEW YORK STATE 7/04]:

President, 2003 - 2004
 Vice President, 2002 - 2003
 Secretary of the Board, 2000 – 2002
 Executive Committee, 2000 – 2004
 Board of Directors, 1999 - 2004
 Development Committee, 2000 – 2004, Chair, 2002 - 2003
 Building Committee, 2001 – 2004
 Hudson Valley Asthma Coalition, Leadership Committee, 2001 – 2007
 Westchester County Asthma Coalition, 2001 – 2006
 Open Airways for Schools Task Force, 1994 - 96

AMERICAN LUNG ASSOCIATION OF NEW YORK STATE [MERGED W/ ALA OF NYC 7/08]:

Board of Directors, 2003 – 2008
 Executive Committee, 2003 – 2004
 Affiliate-Division Relations Task Group, 2002 – 2004
 Executive Search Task Group 2004
 Asthma Walk – planning & Team Captain annually, 2003 – 5

AMERICAN LUNG ASSOCIATION OF NEW YORK [MERGED WITH ALA OF THE NORTHEAST 7/12]:

Board of Directors, 2008 – 2012
 Executive Committee 2010-2012
 Board Secretary 2010-2012
 Interim Board Chair Spring 2012
 Executive Search Committee, 2009
 Research and Advocacy Committee, 2009 - 2012
 Fight for Air Walk team captain/co-captain 2010, 2012

Adrienne Weiss-Harrison, M.D.
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AMERICAN LUNG ASSOCIATION OF THE NORTHEAST
 Board of Directors, 2012 – present
 Secretary, Board of Directors, 2013 - present

AMERICAN LUNG ASSOCIATION (NATIONAL):
 Spokesperson: Asthma in Schools campaign, Fall 2003
 National Assembly Member, 2011 – present
 Education Committee, 2011-present

WESTCHESTER CHILDREN'S ASSOCIATION:
 Oral Health Task Force, 2002 – 6
 Child Health Advisory Committee, 2004 – 8
 Board of Directors, 2006 – present
 Executive Committee, 2008 – present
 First Vice President, 2009 - present

OTHER

Westchester Asthma Advisory Council, 2002 - 2008, appointed by
 County Executive Andrew Spano
 Westchester Children's Association, Oral Health Task Force, 2001 – 6
 New York Medical College School of Health Sciences and Practice, Community Advisory Board,
 2005 – present

AMERICAN ACADEMY OF PEDIATRICS
 District 2, Chapter 3
 School Health Committee, 1994 – 1997
 Northern Regions School Health Committee, co-chair, 2011 – present
 National
 Council on School Health, member 1994 present,
 Executive Committee member, term to begin July 2013

KAISER PERMANENTE:
 Pharmacy and Therapeutics Committee, 1983 - 1987 and 1990 – 1992,
 Chair '83-'85
 Quality Assurance Committee, 1985 - 1991
 Safety Committee, 1988 - 1990
 Board of Directors, Northeast Permanente Medical Group, 1986 - 1990
 Social Committee, 1986 - 1992
 Utilization Management Committee, 1989 - 1991
 Benefits Committee, 1989 - 1990
 White Plains Facility Replacement Task Force 1989 - 1992
 Regional Laboratory Contract Ad Hoc Task Force, 1990 -1991
 Laboratory Vendor Liaison, 1991 - 1992

WHITE PLAINS HOSPITAL MEDICAL CENTER:
 Patient Care Committee, 1985 - 1988
 Medical Records Committee, 1992

ST. AGNES HOSPITAL:
 Patient Care Committee, 1987 - 1990

Adrienne Weiss-Harrison, M.D.
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SOUND SHORE MEDICAL CENTER:

Pediatric Quality Action Team on Asthma, 1994 – 1997

Conceived and assisted in arranging CME Conference: Current Management of Asthma, May 1995

Academic Appointments:

Cornell University Medical College
 Clinical Instructor of Pediatrics, 1983 to 2009
 Faculty Advisor, 1982 – 1983

New York Medical College School of Health Sciences and Practice
 Visiting Lecturer, 2006 - present

Management Training:

Northeast Permanente Medical Group Management Training Program, 1985 - 1991
 Kaiser Permanente Middle Management Development Program, May 1988

Certifications:

Diplomate, National Board of Medical Examiners 1979, #213229
 New York State License 1980, #143112 (current registration through 1/31/15)
 Diplomate, American Board of Pediatrics 1984, #130766

Professional Society:

Fellow, American Academy of Pediatrics, 1984-present
 Section Member: Adolescent Medicine, 1992-1999
 School Health, 1994 - present
 Developmental Pediatrics, 1994-2002
 Mortarboard, National College Senior Honor Society,
 Cornell University, Der Hexenkreis Chapter

Publications:

Velcek, Weiss, *et. al.*, *Journal of Pediatric Surgery*, "Traumatic Death in Urban Children," June, 1977; v. 12, p. 375.

Stevens, Mitchell and Weiss-Harrison, Adrienne, *HMO Practice*, "A Program for Children with Asthma," June, 1993; v. 7, p. 91.

Plaut, Stevens, Weiss-Harrison, and Mattin, Abstract presented at Asthma: Theory to Practice, sponsored by the AAAAI and the Am. Thor. Soc., Hospitalization for Childhood Asthma Drops by 76% During 2-Year Intervention," Chicago, 1995.

Presentations:

Parenting Siblings to Individual Needs, October, '92 (Lecture to Elementary School PTA)

Attention Deficit Hyperactivity Disorder - The Medical Perspective, January, 23, 1995.

Lecture to School Psychologists and Social Workers)

Ibid., March 30, 1995 (Lecture to Speech and Language Staff)

Ibid.,

Jan. 30, 1998 (Lecture to Head Start Pre-K staff)

Section 504/ADA and its impact on school programs – Guidance Expo '98

A Pupil Personnel Services Team Approach to Distinguishing Between Typical Student

Crisis and the

Potential for School Violence – Guidance Expo '99

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Hot Topics in Teenage Sexuality – Guidance Expo 2000
 One Size Does Not Fit All, College Planning for Students with Special Needs –
 Guidance Expo 2001
 Asperger's Syndrome April 2001 (Lecture to Middle School Staff)
 Health Topics for Teachers (multiple presentations to educators) 2004-present
 MRSA – A New Word in the Vocabulary of Schools – presentations to Superintendents of Schools and school
 staff in Westchester, NY, 2007
 Health Topics for Coaches (multiple presentation) 2008-present
 Concussion Recognition and Management for Coaches 2009-2010
 Concussion Recognition and Management for Nurses 2009
 Concussion Training for School Staff 2012
 Food Allergy Inservice (multiple presentations to educators) 2005-present
 EpiPen Training (multiple presentations to educators) 2006-present
 Weiss, Faulkner, Visintainer, Ansehl, and Bramble, *NYS Invitational Obesity Summit Poster Presentation*,
 “Overweight Kindergartners at Greatest Risk for Later Childhood Weight Problems,” November
 2006, Albany, NY.

Awards:

American Lung Association of Hudson Valley: Recognition of work done piloting the “Open Airways for
 Schools” program in the New Rochelle City School District
 Honoree, American Lung Association of Hudson Valley “BREATHE” Event, May 1, 2003
 Selected Honoree, New Rochelle SEPTA, “We Are One” award, April 2010 (recognition of promoting
 inclusion of students with special needs in the larger school community)

Grants:

2001 -2007: American Lung Association: “Take Control of Asthma/Don’t Let It Take Control of You.”
 Initiative for Focused Case Management for children with high-risk Asthma.
 2002: Louis Cappelli Foundation Grant: “Brushing Up on Dental Health” – Oral Health Education Program
 for elementary level students.
 2007-2010: U.S. Dept. of Education Carol M. White Physical Education Program Grant.

Technology Skills:

Software: Microsoft Word, Excel, Access, Publisher, Powerpoint, Outlook,
 Mobile devices: Palm Pilot, Blackberry, iPhone, iPad
 IEP Direct (Special Education Comprehensive Student Data Management System)
 eSchools student database
 Atomic Learning (online technology training)
 Board Docs (online Board of Education document development and submission)
 Internet (email, professional & consumer research, etc.)

Revised 4-13

LEA Partner Agreement for Competitive Preference Priority #2:**Agency Name: City School District of New Rochelle****DUNS # 096192109**

This agreement is only necessary if you intend to address Competitive Preference Priority #2 – Partnerships Between Applicants and Supporting Community Entities. If you are submitting an electronic application, you must print out your signed agreement(s) 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 (202) 245-7166 within 3 working days of submitting your electronic application. Be sure to indicate your Agency name and DUNS # on your agreement(s).

Page 1 of 5 (LEA Partner)**LEA Authorized Representative Name: Mr. Richard Organisciak****Roles and Responsibilities:**

Manage all programmatic and fiscal components of the Triple E PEP Project; Recruit, hire and provide supervisory support and assistance to Project staff and contract service vendors; purchase related project equipment and student supplies for all schools; insure maximum collaboration between Project partners, school, and community stakeholders; prepare and submit evaluation and budgetary reports as requested; insure participation of administrative and instructional staff in professional development and growth opportunities; communicate program achievements and accomplishments in the community and region.

Contribution to the Project:

1) Provide supervisory, secretarial, and custodial support to Triple E Project in all district schools; 2) provide Project Manager support at .50FTE; provide use of school facilities including gym space, playgrounds, storage, classrooms and cafeteria rooms; provide access to school buildings in the evenings and weekends and assume custodial and security costs; provide costs of outreach, recruitment, parent mailings, and video productions related to the Project.

This agreement is in support of The Triple E PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of LEA's Authorized Representative: _____

Dated: 4-11-13

Page 2 of 5 (CBO Partner)

CBO Name: Department of Parks and Recreation & New Rochelle Youth Bureau

Roles and Responsibilities:

In accordance with Triple E application, Parks and Recreation will serve as community planning partner and vendor regarding SALUD Component (see budget)

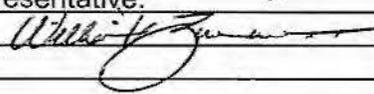
Contribution to the Project:

see attached benefits list. Also, in-kind 10% match (SALUD/Steering Committee)

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

Signature of CBO's Authorized Representative:

William V. Zimmermann



Commissioner

Dated: 4/18/13

New Rochelle Department of
Parks and Recreation



City of New Rochelle New York

April 8, 2013

Dr. Diane Massimo
Assistant Superintendent
New Rochelle City School District
515 North Avenue
New Rochelle, NY 10801

Dear Dr. Massimo:

I am pleased to submit this letter of support in regards to the City School District's efforts to obtain a **Carol M. White PEP Grant**. The Triple E: Healthy Eating, Physical Exercise and Nutrition Education program application will increase the level of physical activity and fitness for our youth residents K-12.

As discussed, Parks and Recreation will provide the following under our SALUD component:

- 1) In accordance with Triple E project, implement after-school Wellness Fitness Centers for students K-5 grades.
- 2) Coordinate and monitor Family Fitness Nights at each Middle School.
- 3) Serve as planning partner through SALUD Steering Committee.
- 4) Coordinate two Community Wellness Expo.

I will participate in the project's Assessment and Evaluation Advisory Team to help create a model data base to assess the progress of the project and its impact on students and families. We will be able to use information to continue our work in advocating for recreational opportunities for families and children. Together, we can make a tremendous difference in the lives of children and families in New Rochelle.

Sincerely,

WILLIAM V. ZIMMERMANN
Commissioner of Parks and Recreation

Page 2 of 5 (CBO Partner)

CBO Name: Department of Parks and Recreation & New Rochelle Youth Bureau

Roles and Responsibilities:

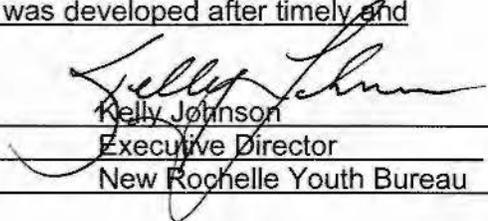
In accordance with Triple E application, the Youth Bureau will serve as community planning partner and vendor regarding SALUD Component (see budget)

Contribution to the Project:

see attached benefits list. Also, in-kind 10% match (SALUD/Steering Committee)

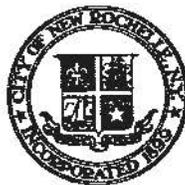
This agreement is in support of **Triple E** PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative:


Kelly Johnson
Executive Director
New Rochelle Youth Bureau

Dated: 4-8-13

Youth Bureau
515 North Avenue
New Rochelle, NY 10801



Tel (914) 654-2045
Fax (914) 654-2046

Kelly Johnson, Jr.
Executive Director

**City of New Rochelle
New York**

April 4, 2013

Dr. Diane Massimo
Assistant Superintendent
New Rochelle City School District
515 North Avenue
New Rochelle, NY 10801

Dear Dr. Massimo:

The New Rochelle Youth Bureau is pleased to support the City School District's Carol M. White PEP Grant Triple E: Healthy Eating, Physical Exercise, and Nutrition Education application. As discussed, the Youth Bureau will serve as a planning partner in regards to community-based Triple E activities, semi-annual Family Wellness Expos, Community Outreach and Program Marketing Incentives (local business sector) and Family Fitness/Wellness Nights.

In concert with New Rochelle Parks and Recreation, through our SALUD Program, we will implement a local Health/Wellness Youth Council to assist with local planning and community education regarding Triple E's mission.

As this project grows and evolves, the Youth Bureau will assist the District in whatever ways that we can to support the healthy growth and development of all the youth in New Rochelle. Please keep me informed about the status of the grant application.

Sincerely,


KELLY JOHNSON
Executive Director

SALUD!

The City of New Rochelle
Youth Bureau and Department of Parks and Recreation

Itemization of unique and intangible resources to be utilized as program enhancements.

- Potential private sector supports and sponsors through established collaborations with the New Rochelle Downtown Business District.
- Staff recruitment and screening system in place and approved via Westchester Health Department and Office of NY State Comptroller.
- Westchester County health and wellness resources such as “Fit-Mobile”, Bicycle Safety and other county initiatives/resources.
- Westchester Recreation and Parks Society active membership for Expo support, vendor contributions, special guest speakers, etc.
- Rec Trac departmental software utilized to track/monitor registered households and all its members indefinitely in regard to activities, programs, events and facility use throughout the city.
- Community gardens – working gardens harvesting produce at Lincoln Park and Ward Acres.
- Farmers Markets at Huguenot Park and Library Green Park.
- Off site indoor and outdoor facilities such as Leatherstocking Trail, Nature Study Woods and Five Islands Park.
- Hugh Doyle Senior Center – Adaptive Fitness Satellite Facility for Special Needs.
- Youth Leadership/Youth Empowerment expertise through Youth Bureau – “Youth Wellness Council.
- Existing partnership with Sound Shore Medical Center in health related community special events (ex.- STRIDE SK for diabetes prevention/education)
- On staff:
 - ✓ Licensed Registered Nurse
 - ✓ Certified CPR and First Aid
 - ✓ Experienced/ proven budget, tracking, staffing and content management personnel in place.

Page 3 of 5 (Public Health Entity Partner)

Public Health Partner Name: Sherlita Amler, M.D., M.P.H., Westchester County
Commissioner of Health

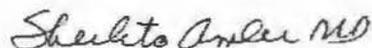
Roles and Responsibilities:

The Westchester County Department of Health has a long-standing relationship with the City School District of New Rochelle, primarily through the Health Services Department and the Wellness Initiative. We will support the **Triple E PEP Project**.

Contribution to the Project:

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

Signature of Public Health Entity's Authorized Representative:



Dated: April / 3 / 2013



Robert P. Astorino
County Executive

Sherlita Amler, M.D.
Commissioner of Health

March 29, 2013

Carlette KyserPegram
Office of Safe and Healthy Students
Office of Elementary and Secondary Education
U.S. Department of Education,
550 12th Street, SW., Potomac Center Plaza, Room 10007
Washington, DC 20202

Dear Ms. KyserPegram,

As commissioner of the Westchester County Department of Health (WCDH), I am pleased to submit this letter in support of the City School District of New Rochelle's application for a grant from the U.S. Department of Education Carol M. White Physical Education Program (PEP).

The WCDH works to promote awareness about the importance of good nutrition and physical activity among school aged children and is fortunate to have the New Rochelle school district as a partner in this effort. Childhood obesity has become an epidemic in our country and it has both immediate and long-term effects on the health and well-being of our children. Obese youth are more likely to have risk factors for cardiovascular disease, such as high cholesterol or high blood pressure, as well as prediabetes. Children and adolescents who are obese are also likely to be obese as adults and suffer from chronic adult health conditions such as heart disease, type 2 diabetes, stroke and several types of cancer.

Learning and adopting healthy lifestyle habits at a young age, including healthy eating and physical activity, can lower a child's risk of becoming obese and developing related diseases both now and in the future. Since children spend a large portion of their time at school, it is critical that the school environment encourage all students to make healthy eating choices and be physically active throughout the school day.

New Rochelle is one of Westchester's largest cities and if selected as a PEP grant recipient, the school district will have the opportunity to implement policies and practices around healthy eating and regular physical activity that will impact many children. I fully support their application to the U.S. Department of Education Carol M. White Physical Education Program (PEP) and I hope that you will give serious consideration to awarding them this grant.

Respectfully,

Sherlita Amler, MD, MS, FAAP
Commissioner of Health
Westchester County, New York

Department of Health
145 Huguenot Street
New Rochelle, New York 10801

Telephone: (914) 813-5000
PR/Award # S215F130321

Fax: (914) 813-5014



Page 4 of 5 (LEA's Food Service or Child Nutrition Director)

Food Service or Child Nutrition Director Name: Whitsons Culinary Group (Dawn McGinn onsite Food Service Director)

Roles and Responsibilities:

Oversees contracts with food purveyors to ensure that policies regarding child nutrition and healthy foods are followed

Oversees contracts with other food vendors to ensure that policies regarding child nutrition and healthy foods are followed

Ensures that all food preparation is in line with health codes and health and nutrition state and district guidelines

Ensures that all cafeteria workers meet health requirements

Provides information to Superintendent and Board of Education on Regulations regarding nutrition

Contribution to the Project:

Working with the District Health and Wellness Committee to provide information on current Legislation and Programs on Child Nutrition.

Supporting the Superintendent and the Board of Education as it reviews policies regarding nutrition.

Working with food purveyors to adhere to best practices in child nutrition,

Working with partners such as the Cornell Extension to bring in workshops for cafeteria workers.

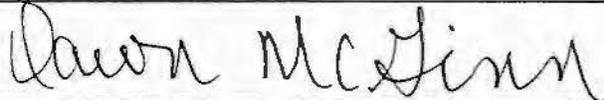
Working with partners presenting workshops for staff and parents on Nutrition and supporting PTA sponsored Wellness events.

Working with the Healthy Schools Alliance on Nutrition.

Supporting the District with nutritional education programs in place including: Classroom Lesson plans for all grade levels (samples attached); Monthly Nutritional Newsletter, Brochures and Info Centers; Activity of the Month/Produce of the Month; Marketing posters displayed in all food service areas including – proper portioning; "My Plate"; HHFKA; Nutrition Safari Nutritional Education program for Elementary Schools.

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

Signature of LEA's Food Service Authorized Representative:



Dawn McGinn,
Whitsons Food Service Director

Dated: 4-3-13

1800 Motor Parkway
 Yonkers, NY 10749
 P 631-424-2700
 F 631-424-2745
 www.whitsons.com

April 5, 2013

Dr. Diane Massimo
 Assistant Superintendent of Schools
 City School District of New Rochelle
 515 North Avenue
 New Rochelle, New York 10801

Re: Letter of Support

Dear Dr. Massimo:

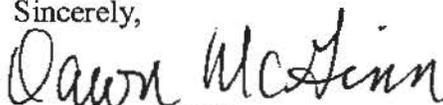
This letter is in support of the City School District of New Rochelle's grant application for the Carol M. White Physical Education Program. The Carol M. White Physical Education Program provides grants to local educational agencies and community based organizations to initiate, expand and improve physical education for students in grades K-12. The City School District of New Rochelle will be implementing the Triple E Project: Healthy Eating, Exercise, and Nutrition Education in all 10 of its schools. With this unique program in place, the district will be able to better serve its students in reaching New York State and National Standards in Physical Education and Health.

The Carol M. White PEP Grants have been shown to help schools and communities develop different ways to encourage children and adults to be physically active and to make informed food choices. This is accomplished by designing programs for all students, increasing the variety of PE offerings beyond the traditional team sport model, offering in-class nutrition education activities, and helping physical education teachers stay abreast of the latest research, issues, and trends in fitness, physical education, and health education.

We understand that the school district cannot achieve these goals without the support of other organizations in the community. Therefore, we are committed to offering our support to New Rochelle's effort by providing healthy meals, nutritional education, and advisory input throughout the full grant period.

Together, we can make the youth of New Rochelle, New York stronger and healthier!

Sincerely,



Ms. Dawn McGinn
 Food Service Director
 Whitsons Food Service



Corporate Dining

School Nutrition

Delivered Meals

Vending Services

Residential Dining

Healthcare Services

Gourmet Catering

'13 APR 4 PM 2:29

Page 5 of 5 (Head of Local Government)

Head of Local Government Name (or designee): Noam Bramson, Mayor of New Rochelle, New York

Roles and Responsibilities:

- Support Triple E PEP Project community activities through Youth Bureau and Department of Parks and Recreation.

Contribution to the Project:

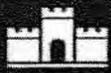
- Provide outreach to Chamber of Commerce and Farmers Markets: encourage them to participate in the Fall and Spring Triple E PEP Project Expos.
- Support the project through a Proclamation at the City Council Meeting.
- Attend Triple E related project events.

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

Signature of Head of Local Government or Designee:



Dated: 4, 3, 13



Department of Educational Leadership and Special Subjects
MAT in Physical Education and Sport Pedagogy
Advanced Graduate Certificate: Health & Wellness
Bachelors of Science in Sports Studies

April 4, 2013

Dr. Diane Massimo
Assistant Superintendent
New Rochelle City School District
515 North Avenue
New Rochelle, NY 10801

Dear Dianne:

We are excited by the potential of the Triple E Project for the children and young in New Rochelle. I, Robert Schmidlein, as well as additionally faculty, staff, and students within the MAT Degree Program in Physical Education and Sport Pedagogy at Manhattanville College agree to be a partner with you in the Triple E Project: Healthy Eating, Physical Exercise and Nutrition Education. The partnership would be created with formal approval from both Manhattanville College and New Rochelle City School District.

Roles/Responsibilities:

I have agreed, Manhattanville will provide:

1. Professional Development workshops for physical education teachers, and Physical Education/Health Facilitators in: current trends in physical education, continuous assessment of students in physical education strategies for physically challenged students and others to be determined as the need arises during the course of the Triple E Project.
2. Professional Development workshops for regular classroom teachers to integrate physical activity during regular classroom work.
3. Assistance with the implementation of the Spark Physical Education Program in the District's elementary schools.

I also agree to participate in the Triple E Advisory Committee to help the District create a model health, wellness and fitness program for students. Both faculty and I, in addition to our students, are deeply committed to increasing the physical activity of children and to increasing the professional skills of those who teach children. I would be honored to be included in the New Rochelle District's initiative to further these goals.

Sincerely,

Robert Schmidlein, Ed. D.
Assistant Professor- School of Education
MAT in Physical Education & Sport Pedagogy
Director: Advanced Certificate in Health & Wellness
Manhattanville College
2900 Purchase Street
Purchase, New York 10577
Robert.Schmidlein@mville.edu
914-323-7215
916-230-8261



The School of Hospitality Management
and The Culinary Arts

April 5, 2013

Dr. Coletti,

I am happy to offer the services of Monroe College School of Hospitality Management and the Culinary Arts in hopes to incorporate parents and families as our partners in health by offering access and opportunities that focus family knowledge of and preparation of healthy meals in the home, and the understanding the benefits of a healthy lifestyle.

I embrace the role Monroe will play in providing critical community access via monthly informational workshops for parents in our Dining Lab facility. Each session will include discussion and dialogue centered around dietary issues related to health and healthy eating, followed by actual food preparation and tasting. Parents will be exposed to healthy and nutritious recipes based on different themes. For example: Eating Healthy During Holidays, Nutritious Desserts, Good Food On A Budget, Ethnic Foods, etc. We could start with one Monday per month and we would accommodate between 30 and 40 parents. We would entertain the idea of "scaling up" later on using our facilities as well as long as it doesn't affect our ability to offer our space to our degree programs.

Thank you,

A handwritten signature in black ink, appearing to read "Frank C. Costantino".

Frank C. Costantino EdD CEC CCE AAC
Dean for the School of Hospitality Management and the Culinary Arts

BRONX CAMPUS
2501 Jerome Avenue
Bronx, NY 10468
(718) 933-6700

WESTCHESTER CAMPUS
434 Main Street
New Rochelle, NY 10801
(914) 632-5400
www.monroecollege.edu

ST. LUCIA CAMPUS
Box 4005 Barnard Hall
Castries, St. Lucia
West Indies



Backyard Sports, Inc.
 75 South Broadway Room 453
 White Plains, New York 10601
 Phone: 914-304-4052
 Email: danny@byardsports.com

April 5, 2013

City School District of New Rochelle
 Steve Young
 265 Clove Rd.
 New Rochelle, NY 10801
Re: Collaboration on Grant Proposal

Dear Steve:

Thank you for discussing New Rochelle's intention to seek a PEP Grant for future funding of their programs. Backyard Sports would be honored and privileged to participate as a collaborating partner in this endeavor.

Established in 2005, Backyard Sports has provided sports programs to children of all ages in Westchester County spanning all socio economic divisions and levels of playing ability. Backyard Sports is committed to replacing today's "win at all cost" mentality with an approach that promotes the message and values of organized sports while maximizing the potential of all our individual participants.

Backyard Sports Cares (501c3) was created to bring these ideals to children who have limited access to traditional youth sport programs in order to:

1. Build a lifetime devotion to sports and the pursuit of a healthy lifestyle
2. Enhance social and leadership skills through play and appropriate competition
3. Use sports as a platform to bring communities together that can have an enduring impact on the participants' lives off of the playing field.

Backyard Sports is currently in partnership with the New Rochelle school district in providing the following programs:

1. An early morning recreation session at the Jefferson Elementary School providing nearly 100 students with athletic activity prior to the start of the school day
2. After school recreation programs funded in part by the 21st Century grant.
3. Oversight for the tennis and soccer elements of Camp Shape, a four week summer session that brings recreational programming to the city's underserved population.

Outside of the White Plains Youth Bureau our local partners include:

1. Mt. Vernon Recreation Department
2. WestHab
3. White Plains Youth Bureau
4. Westchester Jewish Community Services
5. Port Chester Carver Center
6. Mt. Vernon Boys and Girls Club
7. White Plains YWCA

Sincerely,



Daniel Bernstein
 Backyard Sports

**Pediatric Group of New Rochelle, P.C.
140 Lockwood Avenue
New Rochelle, New York 10801**

**William J. Meyers, M.D., F.A.A.P.
Marc D. Wager, M.D., F.A.A.P.
Kim J. Abrams, M.D., F.A.A.P.**

**Telephone
(914) 235-3800
Fax
(914) 235-8185**

April 8, 2013

Carlette KyserPegram
Office of Safe and Healthy Students
Office of Elementary and Secondary Education
U.S. Department of Education
550 12th Street, SW, Potomac Center Plaza, Room 10007
Washington, D.C. 20202

Dear Ms. KyserPegram,

As a practicing pediatrician in New Rochelle, NY for the past 25 years, I am pleased to support the City School District of New Rochelle's application for a Carol M. White Physical Education Program (PEP) grant.

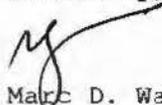
In my practice, I have seen firsthand the increase in overweight and obese children and adolescents in New Rochelle, a diverse city in which many parents are challenged by economic circumstances. Other parents cope with their own limited understanding of English, which means they struggle to understand food labels and other resources which are available to assist in healthy meal preparation.

Pediatrics and Education are both centered on providing the children and youth of the U.S. with information and skills to set them up for a lifetime of success across a large spectrum of life skills, among them, maintain health and wellness through an understanding of energy balance: healthy eating and physical activity to maintain a healthy weight and cardiovascular fitness.

The City School District's proposed **Triple E Program** - Healthy Eating, Physical Exercise, and Nutrition Education, and has been well designed to promote physical fitness and develop an appreciation of healthy lifestyle options for home meal preparation and incorporation of physical activity into daily living.

I would be willing to support the program by having my practice participate in the 2 yearly Expos the District will hold, as my scheduling allows.

Sincerely,



Marc D. Wager, M.D., F.A.A.P.

mdw



Date: April 10, 2013

TO: Carol M. White Physical Education Program Grant Selection Committee

RE: Carol M. White Physical Education Program (PEP) Grant

To Whom It May Concern:

The Alliance for a Healthier Generation was founded by the American Heart Association and the William J. Clinton Foundation. The Alliance's goal is to reduce the prevalence of childhood obesity by 2015 by fostering an environment that helps all kids pursue healthy and active lifestyles and to establish a healthy school environment as the norm and not the exception. To that end, the Alliance's Healthy Schools Program supports schools around the nation in their efforts to create school environments where there are consistent and clear messages that physical activity and healthy eating are important and encouraged – in the classroom, cafeteria, gym, hallway and schoolyard.

The Healthy Schools Program provides real tools and solutions by taking a comprehensive approach and helping schools improve access to healthier foods; increase physical activity opportunities before, during and after school; enhance nutrition education; and establish school employee wellness programs. At the same time, each school can create its own local approach that matches the needs of its community.

The Healthy Schools Program has many resources available to support the New Rochelle School District's efforts to combat childhood obesity. The Healthy Schools Program will provide free onsite technical assistance, support and resources to help New Rochelle School District develop sustainable systems for establishing a healthier school environment, specifically in the areas of nutrition, physical activity and staff wellness. The Healthy Schools Program is equipped to provide technical assistance around the absolute priority of the PEP Grant and can assist school districts striving to improve and make progress toward meeting State and National standards for physical education for kindergarten through 12th grade students.

The Healthy Schools Program facilitates the district and schools wellness councils through the process of analyzing their school's current status and developing an action plan to create change. In addition, they will help to identify and broker local, state and national resources to support their schools in implementing their action plans.

Please contact me if you need any additional information at 732-513-5307 or email me at geri.wurman@healthiergeneration.org

Sincerely,

A handwritten signature in dark ink that reads "Geri Wurman". The signature is fluid and cursive, with the first name "Geri" being more prominent than the last name "Wurman".

Healthy Schools Program Manager, NY & CT
Alliance for a Healthier Generation
Healthy Schools Program

**City School District of New Rochelle
Carol M. White PEP Grant Application
School Health Index Score Cards
Module 1: Elementary Schools**

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

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

Instructions

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

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

Spec. Ed.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

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

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

96	2	0	
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

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

98

MODULE SCORE =
(Total Points / 114) X 100

86%

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

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

Instructions

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

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

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

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

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

87	2	2	2
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

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

93/114

MODULE SCORE =
(Total Points / 114) X 100

82%

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

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

Instructions

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

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

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

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

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

102	8	0	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

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

10

MODULE SCORE =
(Total Points / 114) X 100

96%

2012-2013

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

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

Instructions

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

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

2012-2013

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

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

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

72	16	5	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

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

93

MODULE SCORE =
(Total Points / 114) X 100

82%

Trinity Elementary School

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

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

2012-201

Instructions

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

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

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

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

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

8	14	3	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

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

MODULE SCORE =
(Total Points / 114) X 100

86%

2012-2013

Ward Elementary School

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

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

Instructions

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

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

Ward Elementary School

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

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

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

90	6	4	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

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

100

MODULE SCORE =
(Total Points / 114) X 100

88%

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

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

Instructions

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

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

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

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

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

81	12	0	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

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

93

MODULE SCORE =
(Total Points / 114) X 100

82%

**City School District of New Rochelle
Carol M. White PEP Grant Application
School Health Index Score Cards
Module 2: Elementary Schools**

Barnard Early Childhood Center

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Module 2: Health Education

Score Card (photocopy before using)

Instructions

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

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

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

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

27	4	0	0
TOTAL POINTS: Add the four sums above and enter the total to the right.			
31			
MODULE SCORE =			
(Total Points / 45) X 100			
68%			

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

Module 2: Health Education

Score Card
(photocopy before using)

Instructions

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

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

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

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

9	8	7	0
TOTAL POINTS: Add the four sums above and enter the total to the right.			
MODULE SCORE = (Total Points / 45) X 100			
			245
			53%

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Module 2: Health Education

Score Card (photocopy before using)

Instructions

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

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

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

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

12	24		5
<p>TOTAL POINTS: Add the four sums above and enter the total to the right.</p>			36
<p>MODULE SCORE = (Total Points / 45) X 100</p>			80 %

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Module 2: Health Education

Score Card (photocopy before using)

Instructions

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

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

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

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

15	12	3	0
<p>TOTAL POINTS: Add the four sums above and enter the total to the right.</p>			
			30
<p>MODULE SCORE = (Total Points/ 45) X 100</p>			
			67%

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Module 2: Health Education

Score Card
(photocopy before using)

Instructions

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

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

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

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

6	22	1	0
TOTAL POINTS: Add the four sums above and enter the total to the right.			
29			
MODULE SCORE = (Total Points / 45) X 100			
64%			

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Module 2: Health Education

Score Card (photocopy before using)

Instructions

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

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

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

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

0	6	12	0
<p>TOTAL POINTS: Add the four sums above and enter the total to the right.</p>			
			18
<p>MODULE SCORE = (Total Points / 45) X 100</p>			
			40 %

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Module 2: Health Education

Score Card (photocopy before using)

Instructions

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

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

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

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

9	12	0	0
TOTAL POINTS: Add the four sums above and enter the total to the right.			
21			
MODULE SCORE = (Total Points / 45) X 100			
47 %			

**City School District of New Rochelle
Carol M. White PEP Grant Application
School Health Index Score Cards
Module 3: Elementary Schools**

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Module 3: Physical Education and Other Physical Activity Programs

Score Card (photocopy before using)

Instructions

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

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

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

45	0	0	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (54) by subtracting 3 for each question eliminated).

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

MODULE SCORE =
(Total Points / 54) X 100

45
83%

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

Module 3: Physical Education and Other Physical Activity Programs

Score Card
(photocopy before using)

Instructions

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

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

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

39	4	2	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (54) by subtracting 3 for each question eliminated).

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

MODULE SCORE =
(Total Points / 54) X 100

45
83%

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Module 3: Physical Education and Other Physical Activity Programs

Score Card (photocopy before using)

Instructions

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

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

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

33	6	0	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (54) by subtracting 3 for each question eliminated).

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

MODULE SCORE =
(Total Points / 54) X 100

39
72 %

Jefferson Elementary School

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Module 3: Physical Education and Other Physical Activity Programs

Score Card (photocopy before using)

Instructions

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

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

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

42	2	3	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (54) by subtracting 3 for each question eliminated).

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

MODULE SCORE =
(Total Points / 54) X 100

47
87 %

Trinity Elementary School

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Module 3: Physical Education and Other Physical Activity Programs

Score Card (photocopy before using)

Instructions

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

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

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

30	6	2	2
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (54) by subtracting 3 for each question eliminated).

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

40

MODULE SCORE =
(Total Points / 54) X 100

74%

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Module 3: Physical Education and Other Physical Activity Programs

Score Card (photocopy before using)

Instructions

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

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

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

48	0	1	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (54) by subtracting 3 for each question eliminated).

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

MODULE SCORE =
(Total Points / 54) X

49

91 %

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

Module 3: Physical Education and Other Physical Activity Programs

Score Card
(photocopy before using)

Instructions

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

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

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

30	10	0	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (54) by subtracting 3 for each question eliminated).

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

40
74%

MODULE SCORE =
 (Total Points / 54) X 100

**City School District of New Rochelle
Carol M. White PEP Grant Application
School Health Index Score Cards
Module 4: Elementary Schools**

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

Module 4: Nutrition Services

Score Card
(photocopy before using)

Instructions

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

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

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

30	7	0	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

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

30

MODULE SCORE =
(Total Points / 36) X 100

83%

Columbus Elementary School

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Module 4: Nutrition Services

Score Card (photocopy before using)

Instructions

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

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

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

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

30	2	1	0
TOTAL POINTS: Add the four sums above and enter the total to the right.			
33			
MODULE SCORE = (Total Points / 36) X 100			
91%			

Davis Elementary School

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Module 4: Nutrition Services

Score Card (photocopy before using)

Instructions

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

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

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

36	0	0	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

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

36

MODULE SCORE =
(Total Points / 36) X 100

100%

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Module 4: Nutrition Services

Score Card
(photocopy before using)

Instructions

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

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

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

30	0	0	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

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

MODULE SCORE =
(Total Points / 36) X 100

91 %

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Module 4: Nutrition Services

Score Card
(photocopy before using)

Instructions

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

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

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

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

27	4	0	1
TOTAL POINTS: Add the four sums above and enter the total to the right.			
32			
MODULE SCORE = (Total Points / 36) X 100			
89%			

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Module 4: Nutrition Services

Score Card
(photocopy before using)

Instructions

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

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

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

33	0	1	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

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

34

MODULE SCORE =
(Total Points / 36) X 100

94%

Module 4: Nutrition Services

Score Card
(photocopy before using)

Instructions

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

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

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

30	0	0	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

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

30

MODULE SCORE =
(Total Points / 36) X 100

83 %

**City School District of New Rochelle
Carol M. White PEP Grant Application
School Health Index Score Cards
Module 1: Secondary Schools**

Albert Leonard Middle School

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

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

Instructions

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

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

Albert Leonard Middle School

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

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

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

105	4	3	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (123) by subtracting 3 for each question eliminated).

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

MODULE SCORE =
(Total Points / 123) X 100

112
91 %

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

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

Instructions

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

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

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

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

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

78	22	2	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (123) by subtracting 3 for each question eliminated).

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

102

MODULE SCORE =
 (Total Points / 123) X 100

83%

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

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

Instructions

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

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

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

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

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

48	24	9	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (123) by subtracting 3 for each question eliminated).

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

81

MODULE SCORE =
(Total Points / 123) X 100

66%

Campus Alternative High School

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

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

Instructions

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

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

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

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

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

39	44	6	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (123) by subtracting 3 for each question eliminated).

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

89
72%

MODULE SCORE -
(Total Points / 123) X 100

**City School District of New Rochelle
Carol M. White PEP Grant Application
School Health Index Score Cards
Module 2: Secondary Schools**

Albert Leonard Middle School

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

Module 2: Health Education

Score Card (photocopy before using)

Instructions

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

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

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

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

45	2	1	0
TOTAL POINTS: Add the four sums above and enter the total to the right.			
48			
MODULE SCORE = (Total Points / 51) X 100			
94 %			

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

Module 2: Health Education

Score Card (photocopy before using)

Instructions

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

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

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

39	4	2	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (51) by subtracting 3 for each question eliminated).

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

45

MODULE SCORE =
(Total Points / 51) X 100

88%

New Rochelle High School

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

Module 2: Health Education

Score Card (photocopy before using)

Instructions

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

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

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

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

12	18	4	0
TOTAL POINTS: Add the four sums above and enter the total to the right.			
34			
MODULE SCORE = (Total Points / 51) X 100			
67%			

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL**Module 2: Health Education****Score Card***(photocopy before using)***Instructions**

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

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

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

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

24	18	0	0
TOTAL POINTS: Add the four sums above and enter the total to the right.			
42			
MODULE SCORE = (Total Points / 51) X 100			
82%			

**City School District of New Rochelle
Carol M. White PEP Grant Application
School Health Index Score Cards
Module 3: Secondary Schools**

Albert Leonard Middle School

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

Module 3: Physical Education and Other Physical Activity Programs

Score Card (photocopy before using)

Instructions

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

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

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

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

48	4	1	0
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TOTAL POINTS: Add the four sums above and enter the total to the right.

MODULE SCORE =
(Total Points / 63) X 100

53

84%

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

Module 3: Physical Education and Other Physical Activity Programs

Score Card
(photocopy before using)

Instructions

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

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

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

45	6	1	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (63) by subtracting 3 for each question eliminated).

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

MODULE SCORE =
(Total Points / 63) X 100

52
83%

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

Module 3: Physical Education and Other Physical Activity Programs

Score Card (photocopy before using)

Instructions

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

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

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

21	10	5	0
TOTAL POINTS: Add the four sums above and enter the total to the right.			
36			
MODULE SCORE - (Total Points / 63) X 100			
57%			

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

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

Module 3: Physical Education and Other Physical Activity Programs

Score Card
(photocopy before using)

Instructions

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

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

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

21	22	2	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (63) by subtracting 3 for each question eliminated).

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

MODULE SCORE =
(Total Points / 63) X 100

45
71%

**City School District of New Rochelle
Carol M. White PEP Grant Application
School Health Index Score Cards
Module 4: Secondary Schools**

Albert Leonard Middle School

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

Module 4: Nutrition Services

Score Card (photocopy before using)

Instructions

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

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

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

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

30	2	0	0
TOTAL POINTS: Add the four sums above and enter the total to the right.			
32			
MODULE SCORE = (Total Points / 36) X 100			
89%			

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

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

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

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

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

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

Module 4: Nutrition Services

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3. After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 11-12).

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

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

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

12	8	3	0
<p>TOTAL POINTS: Add the four sums above and enter the total to the right.</p>			
			23
<p>MODULE SCORE = (Total Points / 36) X 100</p>			
			64%

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

Module 4: Nutrition Services

Score Card
(photocopy before using)

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

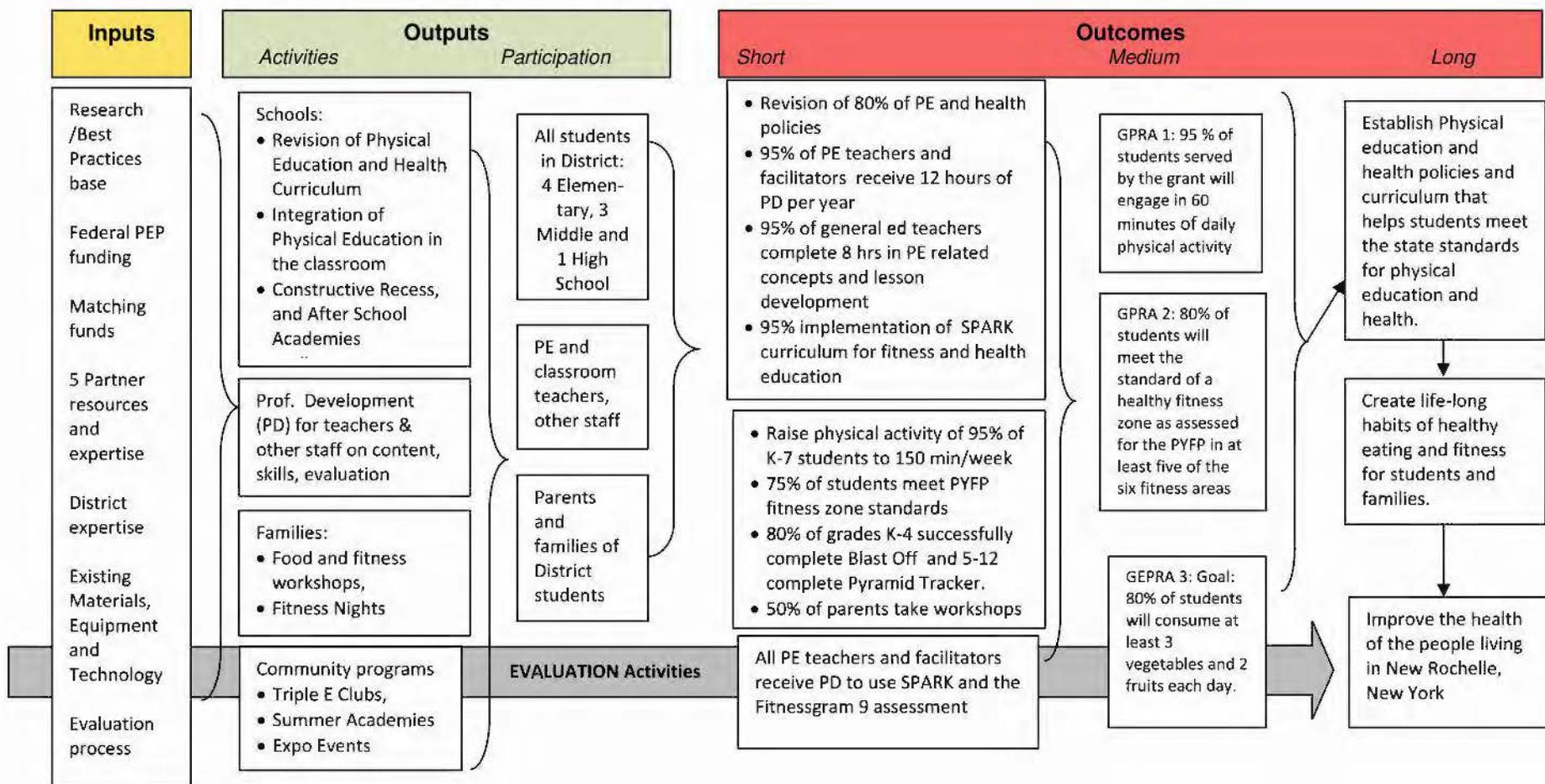
COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

3	18	5	0
TOTAL POINTS: Add the four sums above and enter the total to the right.			26
MODULE SCORE = (Total Points / 36) X 100			72%

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

Carol M. White Physical Education Program -Triple E Program, City Schools of New Rochelle LOGIC MODEL

Situation: SHI score cards show that in elementary levels, the most serious gaps in service exist for students seeking physical education and fitness after school and weekends; students do not receive 150 minutes per week of physical education and most are not receiving formalized health-related physical fitness, health education instruction or opportunities outside the classroom. At the secondary level, the District has not yet achieved the goal of developing individual physical activity and fitness plans for secondary level students nor addressed foods offered outside regular school hours to promote the same culture of healthy eating that the District promotes through the regular meal program.



**Needs Assessment
City of New Rochelle School District
Carol M. White PEP Application 2013**

Our needs assessment for this project is based on a self-study of our physical education, health and fitness programs conducted in January 2013 and includes data from the School Health Index, Body Mass Index screening results, teacher survey, and classroom observations of health and nutrition instruction. This self-study was completed by the Director of Athletics & Physical Education, the school physician and 2 members of the medical staff, 10 physical education teachers, 2 health teachers, 6 classroom teachers, 10 school administrators, and 10 parents representing all schools in the district. The team came to consensus on the quality of the following: the school-community environment, standards-based instruction in physical education, health and fitness, physical education facilities in district schools, student activity levels and time in physical education, classroom models supporting physical education and nutrition, and training of physical education teachers.

Specific gaps and weaknesses:

1. **Obesity and lack of fitness among New Rochelle students:** In 2012, district medical staff conducted a Body Mass Index screening to determine the prevalence of obesity among a representative sample of district students. BMI data was obtained on all students in Kindergarten, Grades 2, 4, 7, and 10. The results were: 1) among 3,635 students screened, "the prevalence of excess weight was 42% using BMI cut point" The CDC norm is 15%; 2) boys were more likely to have excess weight than girls; minorities had a greater excess weight compared to non-minorities; 3) students on free/reduced price lunch--that is the poorest students--were almost twice as likely to have excess weight than students who were not; 4) children who were obese when they entered kindergarten had about an 8-fold increase of being obese in the 5th grade, compared to children who were not obese entering kindergarten.
2. **Connection to NYS Physical and Health Standards:** According to the Cooper Aerobics Pacer Assessment (February, 2013) 55% of district students do not reach or maintain adequate levels of personal fitness and health. It is clear that the districts interventions in terms of physical education and nutrition are not having the intended impact on enough children

Inadequate time for Physical Education during the school day: In district elementary schools, students participate in physical education classes twice a week for a total of 1.5 hours; in the 3 secondary schools, students are in physical education classes for a total of 225 minutes every two weeks (every other day for 45 minutes), an average of about 113 minutes per week. This amount of "dosage" or time is completely inadequate if students are to attain

“proficiency” in the NYS Standards for Physical Education (K-3 is 5 days per week with at least 120 minutes; Grades 4-6 is 120 minutes per week and not less than 3 times per week; secondary 7-12, 3 times a week one semester and 2 times per week for other semester) or meet NASPE recommendations for physical activity, or comply with Performance Standards for physical activity in the Carol M. White Program. As a consequence, no student in the district, at any grade, can achieve the skills required for “proficiency”, can design or carry out a personal fitness program as required, or can develop physical fitness skills through “regular practice, effort, and perseverance”. As a reflection of this status, a district survey of teachers reported that 80-85% of district students do not experience “the enjoyment, challenge, self-expression, and communication” that results from physical activity as envisioned by state and national standards.

3. **Low level of physical education after school and weekends:** Analysis of participation data in the District’s interscholastic athletic and after school programs showed that approximately 75% of secondary students in New Rochelle do not participate; at the elementary level, only about 10% of students participate in supervised, structured physical activities at school sites after school; another 8-10% of district students participate in structured fee-based physical education activities at community centers such as the Boys and Girls Club, the YMCA, and the Jewish Community Center. Combined, only about 30-35% of New Rochelle students participate in structured physical education after school and on weekends. It should be noted that after school programs, when offered, are not aligned with State or National Standards nor are after school staff at school and community sites licensed in physical education. Students’ physical activities after school may contribute to the amount of time spent in physical education but they do not advance student mastery of State standards.
4. **Limited professional development of physical education staff:** In response to state accountability and performance testing, district resources target student achievement in the core content areas and focus support to classroom teachers. Of the 55 professional development workshops and courses offered by the New Rochelle Staff Resource Center since 2011, none were in physical education or related to the integration of physical education with health and wellness or social-emotional learning. Other than Superintendent’s Conference Days, physical education teachers are on their own to find approved professional courses or workshops. As a result, the great majority of staff do not possess current instructional knowledge to implement standards-based instruction in their classes. Teachers’ lack of curriculum skills or content knowledge to respond to differences among students by gender, age, cultural background or physical ability is a weakness of this District. There is no current district plan for adaptive physical education nor is there targeted instruction for students with disabilities.

Most teachers do not have the current knowledge necessary to differentiate instruction or fully align their lessons with standards.

5. **Data-driven instruction non-existent in physical education programs:** Data-driven differentiated instruction is common in the core subjects. However, it is not common in physical education. Differentiated instruction must be grounded in profile data on individual students over time. The District, however, does not provide standard fitness assessments over time to understand the fitness needs of students or to respond to them. This gap in support, i.e.: no consistent, comparative, or longitudinal assessments of student progress prevents staff from providing timely feedback to students about their strengths, accomplishments, benchmarks, or areas that need to be addressed. In effect, our teachers are “instructionally blind:” they have no way of knowing whether their instruction assists students to meet NYS Standards over time.
6. **K-5 district students have no formal health program:** New York State has called upon schools in the State to develop programs that “promote student health, reduce childhood obesity, and involve school and community partners to develop strategies to model, foster, and teach children to eat well and be physically active in order to achieve a lifetime of good health.” While there are “bits and pieces” of health education programmed into science and physical education classes, New Rochelle does not provide sequential health education in the elementary grades; health education is not formally offered until middle school. This approach does not provide enough instructional time on task to meet NYS Standards. As a result, our students do not have the opportunity to learn the critical skills and knowledge to maintain personal health or to acquire the habits of healthy living and wellness as part of their school experience.
7. **Parents and families are not partners in New Rochelle health and physical education programs:** The national research on health rightly emphasizes total family involvement to increase children’s physical activity, reduce obesity, and maintain good nutrition. Families who model and support participation in enjoyable physical activity provide a powerful catalyst for lifelong health and wellness among their children. While the district provides many opportunities for families to support their children’s academic development through workshops, classes, and teacher conferences, the district does not provide special events, information, or family nights to support physical activity, health, nutrition, or fitness. The district has not aligned itself with community partners to promote developmentally appropriate sports and recreational programs that the whole family can enjoy together. There should be a range of accessible and attractive activities available in New Rochelle for children and families to enjoy active and physical activity but there is not!

PROGRAM SPECIFIC ASSURANCE

Agency Name: City School District of New Rochelle

DUNS # 096192109

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

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

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

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

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

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

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here

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

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

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

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

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


Signature of Authorized Representative

**Superintendent
Title**

**City School District of New Rochelle
Applicant Organization**

**4-11-13
Date Submitted**

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**City School District of New Rochelle
Triple E
Carol M While Physical Education Program
BUDGET NARRATIVE
Federal Budget**

Costs are relatively stable from year to year. Any expected changes are noted.

1. Personnel Total : \$282,385 for Year 1 (*Costs for Personnel Year 2 are \$293,835 and for Year 3 are \$301,824) *(All Objectives)*

Project Director - .50 FTE @ \$37,444 for Year 1 (\$39,324 for Year 2 and \$40,719 for Year 3)

Responsibilities: Monitor and supervise the day-to-day workings of the grant; coordinate with the administrators and teachers at the elementary and secondary schools to establish Triple E Program priorities and instructional initiatives. Work with grant partners to develop an annual scope of services and will monitor their implementation. Work with project funded PE/health facilitators and project evaluator on a regular basis to monitor required program components to ensure desired outcomes. Review and sign timesheets/payroll requests; prepare and submit annual program reports. Collaborate with Project Advisory Council to assess Triple E milestones and communicate outcomes to stakeholders.

3 Physical Education/Health Facilitators – 100% FTE @ \$63,236 each = \$189,708 for Year 1 (\$194,808 for Year 2 and \$199,899 for Year 3) Three Physical Education/Health Facilitators will be hired in each year of the program.

Responsibilities: Teach cognitive physical education concepts and knowledge and health education practices to students in grades K-7 in 7 elementary schools and in grades 6 and 7 in two middle schools; train school staff via –in-class modeling, parallel lesson plan development, monitor student assessments in the Fitness grams 9 Program, map and align curriculum and support classroom teachers; provide family informational workshops in nutrition, fitness, benefits of health and wellness lifestyle in all schools.

12 Teachers for a four week Summer Triple E Academy: 3 hours per day/4 days per week 511 ½ hrs. @ \$46.43/hour = \$23,736 for Year 1 (\$27,404 for Year 2 and \$28,089 for Year 3)

Responsibility: To provide instruction for students in Tennis, Soccer, Basketball, and Zumba-Aerobic Dance.

1 Project Leader for four week Summer Triple E Academies 48 hours @ \$54.59 = \$2,620 for Year 1 (\$2,685 for Year 2 and \$2,752 for Year 3)

10 Special Education Teachers: Summer Adaptive Triple E Academies: 15 days/ 2 hours per day @ \$46.43 = \$13,930 for Year 1 (\$14,278 for Year 2 and \$ 14,635 for Year 3)

Responsibility: To work with Special needs students at each level; elementary, middle school and high school to provide fitness, nutrition and social skills activities.

Clerical (Senior Typist) - .25 FTE @ \$14,947 for Year 1 (\$15,336 for Year 2 and \$15,730 for Year 3)

Responsibilities: To input data related to the BMI's for all students in grades K, 2, 4, 7, and 10; prepare reports related to SHI assessments, prepare all correspondence related to Partners, school site assessment reports community agencies and SED reports. Provide project related reports and

correspondence as directed by the Project Director (i.e.: vendor contracts, board resolutions, payroll claims, timesheets, etc.).

2. Fringe Benefits for Year \$ 27,569 (Costs for Year 2 \$24,623 and Year 3 \$31,276)

Fringe benefits are prorated for the time spent in the Triple E Program. The LEA's normal fringe benefit contribution is based on the rates provided by the NYS Comptroller Office for salaried employees and includes NYS Retirement (TRS = 16.25% , ERS = 20.9%, Social Security = 7.65%, Worker's Compensation = .0042%, Medical Insurance = \$16,350 (Prorated) and Welfare = \$1,531.)
(All Objectives)

3. Travel Total: Year 1: \$2,750 (\$2,200 for Year 2 and \$2,400 for Year 3) directly supports the priorities in the Triple E project design. The Project Director and PE/Health Facilitator will participate in workshops which address cognitive physical education, movement and fitness education and health and nutrition. (All Objectives)

PEP Conference for Project Director and 1 PE/Health Facilitator 2 days: Hotel @1,200: Air fare and ground transportation @\$1,100 Meals @ \$450. (\$2,750)

Year 2 Travel

NYSAHPERD Conference: 2 physical education teachers @ \$1,100.00 each (travel, registration, meals, lodging) (\$2,200) (Location to be determined)

Year 3 Travel

NYSAHPERD Conference: 2 physical education teachers @ \$1,200.00 each (travel, registration, meals, lodging) (\$2,400) (Location to be determined)

4. Equipment: \$120,836 for Year 1 (\$48,091 for Year 2 and \$31,610 for Year 3)

Cost Explanation: In Year 1 the District will outfit 6 elementary Wellness Centers. Equipment will include Steppers, Treadmills, Strength Training Equipment and Flex Machines designed especially for elementary school students. In year 2 and 3, the district will expand project-related equipment in the middle school and high school wellness centers. See Attachment A below for detail. (Objectives 1A, 1B, and 6)

5. Supplies: @ \$58,943 for Year 1 (\$26,642 for Year 2 and \$22,271 for Year 3)

Cost Explanation: Materials listed below directly support the learning activities specified in the SPARKS curriculum and the Great Body Program:

Fitness Bags and other related materials for summer academies & Triple E Clubs @\$9,629

Books for Health \$2,000

Pedometers: \$6,832 for elementary students and middle school students (\$4,950 Year 2 high school students)

SPARK Program including curriculum guides, CD and 3 years for SPARK family.org access for: 13 K-2 physical education teachers in 7 elementary schools @ \$4,665.00; 12 Grades 3-6 physical education teachers in 6 elementary schools @ \$4,306.00; 10 Grades 6-8 physical education teachers in 2 middle schools @ \$3,588.00; 8 Grades 9-12 physical education teachers @ \$2,871.00. Total = \$15,430.00

Great Body Program Shop \$5.50 per student (K-5) 4,555 students = \$25,052.50

(*In years 2 and 3 the District will purchase Fitness bags, additional books for health instruction, cognitive physical education, additional Pedometers, CPR Anytime Kits etc.).

(All Objectives)

6. Contractual: The District has followed/will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. (*All Objectives*)

Youth Bureau and Department of Parks and Recreation: \$87,350 for Year 1 (\$79,809 for Year 2 and \$85,619 for Year 3)

Cost Explanation: 4 teams composed of 1 Wellness Lead Instructor and 3 Wellness Recreation Specialists each will rotate afterschool fitness, health, and nutrition programs and activities at 6 district elementary schools, 2 days per week, from 3 pm to 5 pm for 30 weeks @ \$73,500; registered dietitian/nutritionist will conduct nutrition demonstrations and assist parents to plan and prepare low fat, high fiber meals in the home for 30 weeks @ \$7,200; Parks and Recreation/Youth Bureau staff will, in concert with New Rochelle Public Schools, provide 2 Health, Fitness, Nutrition Community Expos at community sites in each year of the program including the use of interactive materials/visuals to demonstrate nutritious foods, physical fitness trainers, guest speakers, medical personnel to host an interactive health education table with materials/visuals to promote physical activity and healthy nutrition @ \$6650.

Student Fitnessgram 9 Program Assessments \$11,367 for Year 1 (\$5,000 for Year 2 and \$5,000 for Year 3)

Cost Explanation: The cost of "site licenses" for the web-based FG 9 (Fitness gram 9) per school is \$599.00 plus \$100 per school for technical support @ \$6,999 for 10 district schools; Web-hosting Fitness gram Test and Program materials for 10 schools @ \$4,368.00. (Includes: Administration Manual, Healthy Fitness Zones Wall Charts, 8 Station Cards for Test Items, Skinfold Caliper, Pre-printed forms in English and Spanish for students and parents, PACER CD and DVD of Test Protocols.) This will cover the costs of all mandated assessment in health, fitness and nutrition.

Contract with Evaluator \$35,000 for Year 1 (\$35,000 for Year 2 and \$35,000 for Year 3)

Cost Explanation: Services of Evaluator for approximately 350 hours per year: Program evaluation, including supervision of data collection and analysis, survey analysis, school visits, observations and interviews, report writing and reporting to the Advisory Board, the U.S. Department of Education and the Board of Education.

Project Evaluator Travel: (\$2,000 each of three years or \$6,000) Visit project sites, review data collection and meet with Project Director, administrators and teachers

"Healthy Eating, Healthy Heart" Bi-Weekly Club Program: \$26,800 for Year 1 (\$28,800 for Year 2 and \$31,000 for Year 3)

Cost Explanation: Provide nutrition, cooking/healthy eating, and movement activities every 2 weeks for students in grades 2-5 at the elementary level, students in grades 6-8 at the middle school level, and students in grades 9-12 at the high school level. On a first-come-first served basis @\$14,800 for afterschool staff and \$12,000 for speakers and fitness instructors.

7. Total Direct Costs Year 1: \$655,000

8. Training Stipends: \$20,000 for Year 1 (\$16,000 for Year 2 and \$14,000 for Year 3)

This will cover 42 teachers @ \$46.43 per hour. (*Objectives 6, 7 & 8*)

Total Federal Costs Year 1: \$675,000

Total Federal Costs Year 2: \$562,000

Total Federal Costs Year 3: \$562,000

**City School District of New Rochelle -Triple E PEP - Budget Narrative
District Match**

1. Personnel: \$75,000 for Year 1 (\$187,500 for Year 2 and \$187,500 for Year 3) *(All Objectives)*

District Director of Athletics: \$36,740 which is 25% of his time for Year 1 (Year 2: @ 25% \$37,842 and \$38,786 @ 25% for Year 3)

Responsibilities: Administratively oversee all aspects of the Triple E Program implementation; confer with the Project Director on a regular as he/she coordinates the program at the seven elementary schools and three secondary schools. The AD Director, Mr. Steve Young, will support program initiatives in consultation with school administrators and grant personnel. He will attend meetings with the Project Manager and Partners to insure Triple E initiatives the progress of the initiatives with stated objectives He will authorize expenditures for personnel and equipment purchases. He assists the Triple E Project Director hire appropriate personnel and consultants to carry out specific programs in alignment with Grant initiatives.

Data Entry Clerk @ .30 FTE: (\$16,800 for Year 2 and \$16,800 for Year 3). **Responsibilities:** Assist Triple E Project senior typist collect and present data for statistical, evaluative, and program progress reports including student reports, staff progress reports; assist in the preparation of program student and teacher materials; assist in the preparation and submission of fiscal reports; assist in the preparation and submission of State and federal required reports; support project personnel with parent and partner related communications.

Administrative Support: District Principals: (\$26,088 in Years 2 and 3). Includes assist in hiring and supervision of program personnel, meeting with staff on a regular basis, integration and scheduling of program services within each building, 10 district schools, @ \$2,608 per school.

Buildings and Grounds/Security Monitors .25 FTE: 6 Elementary Schools, 2 Middle Schools and the High School (Year 2 \$40,000 and Year 3 \$38,548).

Prorated one month salary for 1 custodian and 1 security/monitor to support the summer Triple E Program.

District Medical Director \$34,900 which is 20% of her time For Year 1 (Year 2: \$35,773 @ 20% and \$36,626 for @ 20%Year 3)

Responsibilities: overseeing the total BMI program, overseeing the nutrition program district-wide, insuring align revised district wellness policies and Triple E grant activities

School Nurses \$3,360 for Year 1 (\$3,022 for Year 2 and \$3,100 for year 3)

Implementing the BMI Screening for students in grades K, 2, 4, 7, and 10 @ \$45.53 per hour

2. Fringe Benefits: \$27,975 in Year 2 and \$27,552 in Year 3. Fringe benefits are prorated for the time spent in the Triple E Program. The LEA's normal fringe benefit contribution is based on the rates provided by the NYS Comptroller Office for salaried employees and includes NYS Retirement (TRS = 16.25% , ERS = 20.9%, Social Security = 7.65%, Worker's Compensation = .0042%, Medical Insurance = \$16,350 (Prorated) and Welfare = \$1,531.) *(All Objectives)*

Total District Match Year 1: \$ 75,000

Total District Match Year 2: \$187,500

Total District Match Year 3: \$187,500

ATTACHMENT A
Triple E Project

Equipment to be Purchased
Year 1

Elementary Schools

Cardio Fitness/Strength Training/Exercise Equipment (designed for elementary school children):

12 Elliptical machines @ \$2,195.00 ea.	=	\$26,340.00
12 Moonwalkers @ \$875.00 ea.	=	10,500.00
12 Spin Bikes @ \$1,400.00 ea.	=	16,800.00
12 Cardio-fit rowers @ \$1,485.00 ea.	=	17,820.00
6 Kidz Power & Teen Power Hydraulic circuit (includes 4 machines: bicep/tricep press; chest press/row; shoulder press/pull; leg extension/ curl) @ \$5,500.00	=	33,000.00
8 Pull-up bars @ \$225.00 ea.	=	1,800.00
8 Fidget Ladders @ \$350.00 ea.	=	2,800.00
7 Cargo Nets @ \$555.00 ea.	=	3,885.00
36 Tumbling Mats (1 3/8") @ \$180.00 ea.	=	6,480.00
7 iPod Speaker Dock Sound System @ \$201.57 ea.	=	<u>1,410.99</u>
Total equipment for the elementary schools	=	<u>\$120,836.00</u>

Year 2

Middle Schools and High School

Middle Schools:

2 Steppers @ \$1,359.00 ea.	=	\$2,718.00
2 Ellipticals @ \$2,399.00 ea.	=	4,798.00
4 Rowers @ \$1,500.00 ea.	=	6,000.00
2 Treadmills @ \$4,195.00 ea.	=	8,390.00
2 Rubber coated dumbbell set & rack @ \$1,499.00 ea.	=	2,998.00
Exercise Bands:		
6 Light @ \$25.00 ea.	=	150.00
6 Medium @ \$25.00 ea.	=	150.00
6 Heavy @ \$25.00 ea.	=	150.00
2 Exerfit Mat Packs @ \$800.00 ea.	=	1,600.00
7 pr. Equalizers (2 – Pink; 2 – Yellow) @ \$99.00/pr.	=	693.00
Total equipment for the middle schools	=	\$27,647.00

High School:

2 UCS X-50 Double Racks @ \$5,695.00	=	\$11,390.00
1 Rubber encased dumbbell set (5-50 lbs) + rack @ \$2,003.00 ea.	=	2,003.00
Exer-fit mat pack @ \$800.00 ea.	=	800.00

20 Pilates Rings @ \$25.00 ea.	=	500.00
2 Multi-use benches @ \$280.00 ea.	=	560.00
1 Elliptical machine @ \$4,000.00 ea.	=	4,000.00
Exercise Bands:		
6 Light @ \$25.00 ea.	=	150.00
6 Medium @ \$25.00 ea.	=	150.00
6 Heavy @ \$25.00 ea.	=	150.00
4 X-Heavy @ \$25.00 ea.	=	100.00
AB Stability Balls:		
3 – 55cm @ \$20.00 ea.	=	60.00
3 – 65 cm @ \$24.00 ea.	=	72.00
3 – 75 cm @ \$27.00 ea.	=	81.00
2 Stability Ball Carts	=	500.00
Total equipment for the high school	=	<u>\$20,516.00</u>

Total equipment purchased in Year 2 = \$48,091.00

Year 3
Middle Schools and High School

2 UCS X-50 Double Racks @ \$5,695.00 ea.	=	\$11,390.00
1 BOSU Trainer Class Package @ \$2,235.00 ea.	=	2,235.00
6 Power wheels @ \$60.00 ea.	=	360.00
1 Lifefitness Treadmill @ \$4,000.00	=	4,000.00
1 Plyo-Safe Elite Plyometrics @ \$2,680.00 ea.	=	2,680.00
2 UCS Multi-function benches @ \$1,850.00	=	3,700.00
3 Weighted sandbags @ \$100.00 ea.	=	300.00
Ankle Resistant Bands:		
6 – Light resistance @ \$14.95 ea.	=	89.70
6 – Medium resistance @ \$14.95 ea.	=	89.70
6 – Heavy resistance @ 14.95 ea.	=	89.70
1 Versaclimber @ \$4,400.00	=	4,400.00
4-way neck machine @ \$2,099.90 ea.	=	2,099.90
AB Stability Balls		
4 – 55 cm @ \$20.00 ea.	=	80.00
4 – 65 cm. @ \$24.00 ea.	=	<u>96.00</u>

Total equipment purchased in Year 3 = \$31,610.00

Total equipment purchased for 3 years = \$200,537

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

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

Name of Institution/Organization

City School District of New Rochelle

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	282,385.00	293,835.00	301,824.00	0.00	0.00	878,044.00
2. Fringe Benefits	27,569.00	24,623.00	31,276.00	0.00	0.00	83,468.00
3. Travel	2,750.00	2,200.00	2,400.00	0.00	0.00	7,350.00
4. Equipment	120,836.00	48,091.00	31,610.00	0.00	0.00	200,537.00
5. Supplies	58,943.00	26,642.00	22,271.00	0.00	0.00	107,856.00
6. Contractual	162,517.00	150,609.00	158,619.00	0.00	0.00	471,745.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	655,000.00	546,000.00	548,000.00	0.00	0.00	1,749,000.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	20,000.00	16,000.00	14,000.00			50,000.00
12. Total Costs (lines 9-11)	675,000.00	562,000.00	562,000.00	0.00	0.00	1,799,000.00

***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 City School District of New Rochelle	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	75,000.00	159,525.00	159,948.00	0.00	0.00	394,473.00
2. Fringe Benefits	0.00	27,975.00	27,552.00	0.00	0.00	55,527.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	75,000.00	187,500.00	187,500.00	0.00	0.00	450,000.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	75,000.00	187,500.00	187,500.00	0.00	0.00	450,000.00

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix: Dr.	First Name: Diane	Middle Name: C.	Last Name: Massimo	Suffix:
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Address:

Street1:	515 North Avenue
Street2:	
City:	New Rochelle
County:	
State:	NY: New York
Zip Code:	10801
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(914) 576-4206	(914) 576-4602

Email Address:
dmassimo@newrochelle.k12.ny.us

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

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