

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 # S215F130148

Grants.gov Tracking#: GRANT11378832

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:

04/11/2013

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Iowa City Community School District

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

42-6023567

* c. Organizational DUNS:

0834871730000

d. Address:

* Street1:

1725 North Dodge Street

Street2:

* City:

Iowa City

County/Parish:

Johnson

* State:

IA: Iowa

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

52245-9589

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

* First Name:

Stephen

Middle Name:

* Last Name:

Murley

Suffix:

Title:

Superintendent

Organizational Affiliation:

* Telephone Number:

319-688-1000

Fax Number:

* Email:

murley.stephen@iccsd.k12.ia.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:**

Iowa City Elementary PEP Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Joan VandenBerg	Superintendent
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Iowa City Community School District	04/11/2013

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

* Name: Iowa City Community School District

* Street 1: 1725 N. Dodge Street * Street 2: _____

* City: Iowa City State: IA: Iowa Zip: 52245

Congressional District, if known: 1

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

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

Prefix _____ * First Name NA Middle Name _____

* Last Name NA 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: Joan VandenBerg

* Name: Prefix _____ * First Name Stephen Middle Name _____
* Last Name Murley Suffix _____

Title: Superintendent Telephone No.: 319-688-1000 Date: 04/11/2013

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

PR/Award # S215F130148

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.

ICCS D PEP GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

It is the policy of the Iowa City Community School District and all participating agencies not to discriminate on the basis of race, creed, color, gender, national origin, religion, age, marital status, sexual orientation, veteran status, or disability for participation in its educational programs and activities. While some of the services provided through this project are targeted at specific students, the vast majority of services are available to all students in grades K-6. This project will take several steps to ensure that serious efforts are made toward ensuring participation of members of diverse groups. To this end, the Project Director will review participant demographic data each semester to monitor the number of participants in regard to the areas of gender, race, national origin, color, disability, and age. If the participant demographics do not appropriately reflect the diversity of the district, adjustments will be made to the recruitment process. The equity coordinator for the district will prepare a written review of participant statistics which will be submitted to the District Wellness Committee and the boards of directors for review. The report will document the project's success at including students and family members without regard to race, color, national origin, gender, age, or disability. In addition, students with different learning styles and abilities will be able to experience all aspects of this Carol White PEP grant through appropriate teaching methods. Project staff will use a multi sensory approach to learning and teaching, including auditory, visual, and kinesthetic techniques in order to convey information to different types of learners. As necessary, project staff will arrange meetings with special needs teachers. Project staff will also talk to experts and look for support from colleagues who work in similar programs in other school districts.

The district is also contributing the funds to pay for any additional para professionals who are necessary to support students who have physical disabilities which require one-on-one staff assistance. These contributed funds will allow any student with a disability to participate in all of the available activities.

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	
Iowa City Community School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Stephen"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Murley"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Superintendent"/>	
* SIGNATURE: <input type="text" value="Joan Vandenberg"/>	* DATE: <input type="text" value="04/11/2013"/>

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:

Project Partners—This project is the joint effort of the Iowa City Schools; 2 Community-Based Organizations (Iowa State University Extension and the Center for Active Family Engagement); Johnson County Public Health; the district’s Food Service Director; and the City of Iowa City.

Number and location of proposed sites— Iowa City (population 68,947) is located in eastern Iowa and is the home of the University of Iowa. The Iowa City Community School District (ICCS) is the 5th largest district in the state with a total enrollment of 12,751 students. This project will take place in 4 of our district’s highest-poverty, lowest achieving elementary school buildings—Coralville Central, Kirkwood, Twain, and Wood.

Number of participants to be served—Our 4 targeted schools enroll 1,573 students in grades K-6. 56% of these students are from minority cultures while 57% of students are eligible for free/reduced school lunch prices. This project will provide universal programming for all 1,573 students. We will also provide additional health/fitness supports to 200 students who need supplemental services to achieve healthy fitness levels.

Applicable priorities—To address the Absolute Priority, our project will provide instruction in healthy eating habits and good nutrition as well as physical fitness activities that include: (a) fitness education and assessment to help students understand, improve, or maintain their physical well-being; and (b) professional development for teachers of physical and health education. We have signed a partnership agreement that includes our LEA, 2 CBOs, the County Health Department, our Food Service Director, and the City of Iowa City meeting the requirements of Priority 2.

Project objectives and activities—Our project is about changing the culture of our school to one where **all** members of the school community (students, school staff, parents, and community members) help students meet state standards by assisting youth to improve their health, fitness, and nutrition. We have designed this project in conjunction with a nearby district (Marshalltown). If both proposals are funded our districts will collaborate on all aspects of the project.

To assess the needs in our district we completed Modules 1-4 of the School Health Index (SHI); used rubrics to assess student progress toward state standards; documented fitness levels for students; carefully examined our current health and PE curriculum and time allotments, along with current food service practices; and worked with the Center for Active Family Engagement to review

how well we work with families and community members to support health, fitness, and nutrition outside of school hours. Based upon data from these multiple sources we developed a comprehensive plan with 4 distinct goals—each of which includes the significant involvement of parents and community members along with extensive professional development.

Goal 1 focuses on change at the district level to create policies and an environment which support improved health, fitness and nutrition for all K-6 students. **Goal 2** has been designed to address the health education of students, including the integration of topics on healthy eating and physical activities into multiple areas of our curricula. **Goal 3** responds to the identified physical education curriculum issues as well as student fitness needs. Many of our students are not in the healthy zone for abdominal strength, upper body strength, flexibility, cardiovascular capacity, and BMI. Current practices for PE and recess do not keep students engaged in sufficient moderate-to-vigorous activity. The school schedule does not provide enough time for students meet the CDC minimums for moderate-to-vigorous activity, so we must help students participate in additional activities outside of the school day. The needs being addressed through **Goal 4** deal with nutrition. Through Goal 4 we will promote healthy eating by improving what is included in school meals, a la carte lines, and in vending machines, as well as by integrating nutrition education throughout the K-6 curriculum.

Our project uses both district and building level teams comprised of parents, school staff, and community members to support the activities under each of our 4 project goals. At the district level, our District Wellness Committee will address the policy issues that cut across all grade levels and sites. Each of our 4 buildings will form building teams that include the principal, teachers, parents, students, and community partners. These building level teams will meet 1-2 times each month and will use data from multiple sources to tailor project efforts to the health, fitness, and nutrition needs of students at each site.

Proposed outcomes include helping an increasing number of students: (1) meet state PE standards; (2) engage in 60 minutes of daily physical activity; (3) attain the healthy fitness zone on all 5 fitness assessments; and (4) increase their daily intake of fruits and vegetables. We will help school administrators, staff, and parents increase their understanding of health, fitness and nutrition issues and how to support increased student health and fitness at school, at home, and in the community.

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](#)

Need for Project (20 Points)

Project Site—The Iowa City Community School District (ICCSA) is the 5th largest in the state with a total enrollment of 12,751 students who attend 25 schools. This project will take place in 4 of our highest-poverty, lowest performing elementary schools—Coralville Central, Kirkwood, Twain, and Wood. Our 4 targeted schools enroll 1,573 students in grades K-6. 56% of these students are from minority cultures while 57% of students are eligible for free/



reduced school lunch prices. This project will provide programming for all 1,573 students.

Project Development—This proposal has been developed in conjunction with a nearby district (Marshalltown). Both Iowa City and Marshalltown completed similar planning processes and will use the same evidence-based approach to address student health, fitness and nutrition needs. If funded, both projects will share data and other project materials throughout the 3-year project period. Our 2 districts have a long history of successfully working together on federally-funded projects.

Identified State Standard(s)—Iowa does not have its own PE standards, so we have chosen the Wisconsin standards for our project. We will focus on State Standard E (Students will achieve and maintain a health-enhancing level of physical fitness). On page 45 you will find the benchmarks for Standard E along with the % of our students who are currently NOT proficient on these benchmarks.

Self Assessment—To assess students needs in our district we used several tools. During March 2013, members of our District Wellness Committee completed Modules 1-4 of the School Health Index (SHI) and used the assessment results to design the plan presented in this proposal. Score cards for all 4 schools are appended on pages 46-49. Our full District Wellness Committee consists of school administrators, teachers, community partners, students, and parents. In addition our PE teachers used rubrics to assess student progress toward state standards (appended on page 45). PE teachers also documented fitness levels for students in grades 3-6. District and PE/Health staff carefully examined our current health and PE curricula to identify gaps in programming. In November 2012 our district surveyed all students in grades 6, 8, and 11 to document fruit/vegetable intake. Our assessment also

included a review of data related to chronic absenteeism. Finally one of our CBO partners (the Center for Active Family Engagement—CAFÉ) helped us review how well we work with families and community members to support health, fitness, and nutrition outside of school hours.

Specific gaps/weaknesses from the School Health Index—Our team used the results of the School Health Index (SHI) Assessment to identify initial gaps and weaknesses in current programming and services. The following table lists our 4 project goals and the needs for each area from the School Health Index. To be considered a “need,” the SHI items had to be rated either “0” (not in place) or “1” (under development) by **all 4 schools**. Our planning team reviewed all SHI items rated either “0” or “1” and selected the most urgent items for inclusion in this project.

School Health Index Needs	
Needs for Goal 1 <i>Identified needs for Policy & Environmental Changes</i>	
<ul style="list-style-type: none"> • No representative school health committee • Fund raising efforts during and outside school hours don't meet nutrition std • Not enough access to physical activity facilities outside school hours • Schools need to prohibit using food as reward or punishment 	<ul style="list-style-type: none"> • Not all foods offered or sold during the school day meet strong nutrition std • Not all beverages offered or sold during the school day meet nutrition std • Need more appropriate advertising and promotion of foods and beverages • Need to communicate school health and safety policies to students, parents, staff
Needs for Goal 2 <i>Identified needs for Health Education</i>	
<ul style="list-style-type: none"> • No professional development in delivering curriculum • No professional development in classroom management techniques • Health education not taught in all grades • No sequential curriculum consistent w/stds 	<ul style="list-style-type: none"> • No professional development in health education • Need info on essential topics on physical activity • Need info on essential topics on healthy eating • Need assignments to encourage student interaction with family and community
Needs for Goal 3 <i>Identified needs for Physical Education</i>	
<ul style="list-style-type: none"> • Don't have 150 minutes of physical education per week • No individualized fitness plans • No sequential curriculum consistent w/standards 	<ul style="list-style-type: none"> • Need more participation in intramural programs or physical activity clubs • Need to promote community physical activities • Need to promote walking and bicycling to school
Needs for Goal 4 <i>Identified needs for Nutrition</i>	
<ul style="list-style-type: none"> • A la carte offerings need to include healthy food and beverage items • Sites outside cafeteria need to offer healthy food and beverage items 	<ul style="list-style-type: none"> • Need collaboration between nutrition services staff members and teachers • Need better promotion of healthy food and beverage choices

Specific gaps/weaknesses from other data sources—In addition to the SHI, we examined enrollment data, fitness data, attendance data, BMI information, and student food survey results. We also met with our 2 CBO partners (the Center for Active Family Engagement and ISU Extension) to identify community issues. Several themes emerged from our assessment. First, many of our families

face significant economic barriers. 57% of our 1,573 students in grades K-6 are currently enrolled in the free/reduced lunch program. Our 4 targeted elementary schools have the highest poverty rates in our district as well as the lowest achievement scores. Economic barriers prevent children in our schools from participating in fee-based programs (e.g., soccer, swimming, etc.) or joining private health clubs. Interviews with families also reveal they have a difficult time providing adequate nutrition for their children with a limited income. Parents say they need help knowing how to improve nutrition at home in ways that are no cost/low cost.

Cultural barriers are also a issue for many of our youth. Our district has experienced a rapid rise in enrollment over the past decade. 56% of students in our targeted schools are members of minority cultures. From 2001 to 2011, the district’s minority enrollment increased by 96%, and the number of students eligible for free/reduced lunch increased by 87%. Many of our families in our 4 buildings are from other countries are not accustomed to seeking support from community partners for issues of fitness and nutrition.

Fitness testing data from this year shows that anywhere from 25%-60% of students are not proficient on assessments of upper body strength, abdominal strength, cardio endurance, and flexibility in the 4 buildings. In addition, as many as 50% of the students in our 4 targeted elementary schools are obese or overweight according to BMI testing. During November 2012 we surveyed all students in grades 6, 8, and 11 through the Iowa Youth Survey and found that 35% of students do not eat 2 servings of fruit per day while 75% of students do not eat 3 servings of vegetables per day. An analysis of current curricular practices show that virtually no health is taught in grades K-6.

Finally, a review of data from families in our community indicates that parents and community members are not active participants in district policy decisions dealing with fitness, health and nutrition. It is also clear that many families are not aware of how to effectively help their children develop healthy habits at home. The following table organizes these additional needs by goal.

Other Data Sources—BMI, Fitness Testing, Student Survey, Community Partners
<u>Needs for Goal 1</u> Identified needs for Policy & Environmental Changes
<ul style="list-style-type: none"> • Parents/community members are not partners in policy decisions for health and fitness. • The community needs more no cost/low cost fitness opportunities for families.
<u>Needs for Goal 2</u> Identified needs for Health Education
<ul style="list-style-type: none"> • Virtually no health education exists in grades K-6.

Needs for Goal 3 *Identified needs for Physical Education*

- Many students don't meet state PE standards.
- Many students are not in the healthy zone on abdominal strength, upper body strength, cardio endurance, and flexibility.
- Nearly 75% of students don't engage in moderate-to-vigorous daily activity.
- Families can't afford community fitness activities.

Needs for Goal 4 *Identified needs for Nutrition*

- Students don't eat enough fruit and vegetables.
- Many students don't have a healthy BMI (obese or overweight).

How our program will help students meet identified standard(s)—Helping overweight and obese students change what they eat and how much they exercise in order to attain a healthy BMI is a significant undertaking. In some of our 4 schools, nearly 50% of students are obese or overweight. Helping all students achieve the healthy fitness zone on the 5 fitness assessments is also not something that changes quickly or happens without significant effort by students **outside of the school day**. It is clear that our health and PE teachers cannot help all students succeed without the assistance of other school staff, parents, and community members. Accordingly, our project is about changing the culture of our school community to one where **everyone** (students, school staff, parents, and community members) help students meet state standards by assisting youth to improve their health, fitness, and nutrition. To harness the combined resources of the entire school community, our project will use a district team and 4 building level teams that are comprised of students, parents, school staff, and community members to support the activities under each of our 4 project goals.

At the district level, we will use our existing Wellness Committee to address the policy issues that cut across all buildings. A subcommittee of the this group (which will include all health and PE staff) will complete the HECAT and the PECAT as part of a comprehensive review of the district's health and PE curricula during the first project year. The assessment process will produce an articulated curriculum for both health and PE for grades K-6—curricula that integrate health, nutrition and movement into all classrooms. The new curricula will be implemented in project years 2 and 3.

In addition to district level efforts, each of our 4 buildings will form school-based teams that include an administrator, teachers, parents, and community partners. These 4 teams will address the building-level student needs through monthly planning sessions. During the monthly meetings they will follow common agendas developed by the Center for Active Family Engagement (CAFÉ). Sample agendas are appended on pages 71-92. In addition to these regular "business meetings," teams

will meet for larger blocks of time to carry out their work (e.g. fitness/health/nutrition nights at least 3 times each year). All 4 building teams will have the coaching and support of the Project Director and our CBO partner (CAFÉ) as they work their way through the planned conversations.

How the results will help us develop a program to improve gaps or weaknesses—Efforts by the district and building teams will provide plans that address building-specific health education, physical education and nutrition needs. Each building team will represent the full school community with significant input from parents, teachers, and the community. In this way, the entire school community will take responsibility for the improvement of student health and fitness and “own” the plan. As you examine the planned activities for each goal in the Project Design section, you will see how we intentionally reach out to parents and community members for assistance and support. Our self-assessment clearly revealed that current school time allotted for PE, health, and nutrition is not sufficient to address all student needs. To be successful in helping each and every student become healthier and more physically fit, we need the assistance of the entire school community.

Significance (15 Points)

The likelihood the proposed project will result in system change—Though students in our district encounter significant economic and cultural barriers to learning, the majority of our students make good academic progress. Over the past 10 years, elementary schools throughout the country (including ours) have made significant improvements in reading achievement by providing improved core literacy instruction for all students coupled with tiered supports for students experiencing learning problems. Elementary teachers have become experts in: (1) using data to identify students with literacy problems; (2) diagnosing the nature of these problems; and (3) providing additional supports that directly address the identified issues. Funding from the US Department of Education will allow our district to apply the processes used so successfully by elementary reading teachers to the areas of nutrition, health and PE. We believe the use of quality core instruction in health and physical education, coupled with early identification of problems and additional supports for students in need, will create a significant change in our K-6 system.

Core Beliefs—Our project is based upon several core beliefs—(1) all students can be healthy and physically fit; (2) health, nutrition and fitness should be integrated throughout the school day and

in multiple content areas; (3) early intervention for students encountering health and fitness problems is critical to preventing problems from getting out of control; (4) research-based curricula and interventions should be implemented whenever possible; (5) progress monitoring must be implemented to inform instruction in both health and PE; and (6) health and fitness data should drive decision making.

Our project has 4 separate goals which parallel the first 4 modules of the School Health Index. Goal 1 deals with policy and environmental issues while the other 3 goals separately address health education, physical education, and nutrition. Project activities will create a significant improvement in our system because they address wellness policy implementation in all buildings; provide for improved core instruction related to health and fitness; empower staff to use data to drive instruction; train staff to identify students with health and fitness problems early; integrate community connections at all levels; and connect students with fitness needs to supplemental supports. All 4 goals include significant professional development to increase the long-term capacity of school board members, administrators, teachers, and families to support the health and fitness of all students.

Systems Change through Goal 1—Goal 1 addresses policy and environmental changes. Through the work of the District Wellness Team we will ensure our wellness policy is appropriate for all families and reflects broad community input. The Wellness Committee will also ensure that building activities align with current community efforts to improve health and fitness. In 2013, our community become one of ten designated Blue Zones communities. The Blue Zones project is a community-based approach to transform the environments in which Iowans live, work and play to improve their emotional, physical and social health. Assisting with the Blue Zones process is ACT, Mercy Hospital, the University of Iowa College of Public Health, Iowa City Community School District, United Way, cities of Coralville, Iowa City and North Liberty, Hy-Vee, University of Iowa Hospitals, and others. Careful coordination of district efforts with community efforts will help the entire community “own” this project and its results. Active participation by community members on the Wellness Committee will help institutionalize project efforts in Iowa City.

Systems Change through Goal 2—Activities for Goal 2 will help our district improve core instruction in health for all students K-6. Because our district has focused so completely on reading and math achievement in the last few year, health education at the elementary level has almost disappeared. Our Director of Health Services will lead the health curriculum review process during year

1. In years 2 and 3 we will design/purchase new health curriculum, train staff, and then implement the new curriculum. This, alone, will produce a significant system change for our elementary schools. Health and nutrition will be integrated into multiple content areas (e.g., reading, math, science). Our 4 building teams will review health assessment data and provide support to the building staff as they adjust and improve core health instruction at all levels. Our 4 schools will provide a model for the other 15 elementary schools in the area of health education.

Systems Change through Goal 3—Activities for Goal 3 will improve core instruction in physical education for all students K-6. During the past year, our district began the PE curriculum review process. We will use all 3 years of this grant to support implementation of the new PE curriculum. The new PE curriculum clearly uses data to drive instruction. Each year will begin with fitness testing, the results of which will be used to organize instruction to help students become increasingly proficient in all areas of fitness. Throughout the year, PE staff will use progress monitoring to determine if progress is being made and to determine what adjustments need to be made to their instructional. Through PE, students will learn to develop and manage their own fitness plans. BMI data will also be collected for all students in the fall and spring. Through the use of BMI data and teacher observation, students in need of special supports to improve their fitness will be encouraged to participate in specially designed fitness/movement activities provided in the after school programs at each building. Those students most in need will be referred for these supplemental services as part of the after school programs in each site. The 4 building teams will also work to get students get moving during recess/lunch time and to join clubs or teams that promote increased physical activity. Goal 3 activities are designed to build the capacity of PE staff as well as all students to use data to improve fitness. Building the capacity of both students and staff will certainly help create a significant system change.

Systems Change through Goal 4—Activities for Goal 4 will improve nutrition for all students. Our 4 building teams will closely examine and then improve how well each building is implementing the district Wellness Policy. This process will produce changes in what is sold in vending machines and at sporting and other school-wide events. Health and other core curricular staff will work together to integrate nutrition information in multiple content areas as part of integrated lessons/units. Our PE teachers will facilitate the 4 building teams and will work with other staff to identify students with significant nutrition issues. Our CBO partner (ISU Extension) will provide nutrition programming to all

students through a 9-week program. The integration of nutrition into multiple curricular areas will go a long way toward producing systemic change. Active community partnerships which provide supplemental supports for students with identified nutritional needs will also foster changes in our system. Finally, our building teams will offer **multiple family nights** in all 4 buildings to build the capacity of families to support the health, fitness and nutrition needs of students at home which relates Goals 2-4. This capacity building of family members is also likely to produce sustainable change as parents and family members are able to apply what they learned to help younger children in the family become healthier and fitter.

Quality of the Project Design (30 Points)

Programs goals, objectives, and activities—Our project has 4 goals which parallel the first 4 modules of the School Health Index. Under each goal the first objective deals with specific activities at the district or building level. The second objective focuses on the involvement of family and community, while the final objective for each goal addresses professional development. Complete tables for each goal are appended (pages 36-40) along with a project timeline (pages 41-44).

Goal 1: Policy and Environmental Changes
Objective 1A —Ensure all buildings implement and meet the requirements of the district wellness policy.
<i>Planned Activities</i>
<ul style="list-style-type: none"> • Complete the School Health Index each Spring and adjust work plan to include findings from SHI • Complete CDC’s CHANGE tool for policy analysis/changes • Monitor implementation at each level to ensure full implementation of district’s Wellness Policy • Monitor the coordination of activities across the areas of PE, health education and nutrition services • Coordinate district health and fitness activities with community partners • Review district PE facilities and equipment and integrate recommendations in district facilities plan • Review time allotments for physical activity at all grade levels • Share results on the district web site and in publications
Objective 1B —Connect, engage and sustain parent involvement in school health and wellness.
<i>Planned Activities</i>
<ul style="list-style-type: none"> • Institutionalize parent representation on district Wellness Committee and school-based action teams • Enlist parents in identifying school health and safety priorities • Involve parents in district wellness policy decisions and decisions to increase access to facilities
Objective 1C —Professional development (PD) on health and wellness for district administrators and board members.
<i>Planned Activities</i>
<ul style="list-style-type: none"> • PD for administrators/board members on components of a Coordinated School Health Program • PD for administrative staff and board members on best-known practices in health education and PE

Goal 2: Health Education

Objective 2A—Review, update, and implement a coordinated K-6 health education curriculum using HECAT.

Planned Activities

- Form district HECAT committee and complete **HECAT Assessment**
- Obtain **feedback from all buildings** and the public and make curricular recommendations
- Make **assignments** for **curriculum revisions**, supplementation, and improvement
- **Revise** K-6 health curriculum as recommended, both as a stand alone class and embedded in other content areas
- **Implement** K-6 health curriculum

Objective 2B—Buildings action teams staff engage family and community members in data-driven efforts to support improvements in student health and wellness.

Planned Activities

- Involve parents in improving health curricula through the **HECAT** process
- Form **action teams** in each building that include staff, parents & community members
- Involve students, parents, and community members in helping schools make decisions that improve the health and well-being of students through each building's **PTO**
- Develop "**School-Home Links**" so that families can support health education at home.
- **Family health nights** at all schools with distribution of health related newsletters in Spanish and English

Objective 2C—Annual professional development (PD) for all K-6 teachers who teach health.

Planned Activities

- PD for K-6 staff on **best-known practices in health education**
- PD for K-6 staff on **how to engage parents** in their student's learning regarding health

Goal 3: Physical Education

Objective 3A—Review, update, and implement a coordinated K-6 PE curriculum using PECAT.

Planned Activities

- Implement **fitness testing** in all buildings and grades 2 times each year (3 times in year 1)
- Student **Survey** and **Pedometer/3DPAR** Data Collection 2 times each year (3 times in year 1)
- Form district PECAT committee and complete **PECAT Assessment**
- **Implement** K-6 PE curriculum (planning was completed during 12-13 school year)
- Implement activities to **get students moving** during recess and to join physical activity clubs/programs
- Refer students to **supplemental fitness** services as part of the after school program at each site

Objective 3B—Buildings action teams staff engage family and community members in data-driven efforts to support improvements in student fitness.

Planned Activities

- Involve parents in improving PE curricula through the **PECAT** process
- Form **action teams** in each building that include staff, parents & community members
- Involve students, parents, and community members in helping schools make decisions that improve the fitness of students through each building's **PTO**
- Develop "**School-Home Links**" so that families can support fitness at home.
- **Family fitness nights** at all schools with distribution of fitness related newsletters (Spanish & English)
- Schools implement **supplemental & extracurricular activities** (with youth input) that include physical activity

Objective 3C—Annual professional development (PD) for all K-6 teachers who teach PE

Planned Activities

- PD for **PE staff** on fitness assessment, how to keep students moving, and how to engage families.
- PD for **general classroom** teachers on incorporating movement to improve student learning

Goal 4: Nutrition

Objective 4A—Integrate nutrition into health and other content areas K-6.

Planned Activities

- Form district HECAT committee and complete **HECAT Module on Healthy Eating**
- Obtain **feedback** from all buildings and the public and make curricular recommendations for nutrition
- Make **assignments** for curriculum revisions, supplementation, and improvement re: nutrition
- **Revise** K-6 curriculum to incorporate nutrition as recommended
- Food service staff, community partners, and teachers will work together to **use food in classroom nutritional lessons, jointly teach** nutrition lessons, and **display informational materials** that reinforce classroom lessons.

Objective 4B—Buildings action teams staff engage family and community members in data-driven efforts to support improvements in student nutrition.

Planned Activities

- Involve parents in improving nutrition curricula through the **HECAT** process (Nutrition Module)
- Form **action teams** in each building that include staff, parents & community members
- Give parents opportunities to provide **feedback on the meal program** and let them know the outcome
- Health/Food staff develop "**School-Home Links**" so families can support healthy eating at home.
- **Nutrition nights** at all schools.

Objective 4C—The District Wellness Committee and Building Teams improve the nutritional quality of the foods that are served and sold in each building (including all extra-curricular activities).

Planned Activities

- Form district nutrition team & **review current food offerings** (meals, vending, and fund raising)
- Offer **low fat items** that are acceptable to a majority of students.
- Offer appealing **low fat a la carte offerings** that are acceptable to a majority of students.
- Food and beverage **choices that are low in fat, sodium, and added sugars will be promoted** in all vending machines, at student activities, and in the cafeteria.

Number of proposed sites & participants to be served— This project will take place in 4 high-poverty, low achieving elementary schools. This project will provide universal programming for 1,573 students. We will also provide supplemental services to at least 200 students.

Up-to-Date Knowledge from Research & Effective Practice (Criteria B)—All aspects of our project have been developed to infuse up-to-date research and effective practices. Our efforts to improve PE use non-competitive, peer-driven, and inclusive fitness-based activities. Numerous studies by experts like Geoffrey and Renate Caine (Johns Hopkins University) support the practices we will implement through Goal 3. Our use of socially facilitated and inclusive teaching methods along with visual technologies for instructional improvement, student involvement, and motivation is widely supported in the field of physical education. Our choice of inexpensive, portable, and inclusive training tools like dumbbells, tubing, medicine balls, weighted wands, and agility ladders over more expensive equipment is supported by over a decade of research concerning trends in fitness equipment choices. Our equipment purchases are low cost/high return, and students of all ages enjoy using them.

In addition to incorporating more activity into PE, we will help other content area teachers in-

clude movement in their classrooms in ways which support increased learning. Brain science strongly supports the link of movement to learning. Because educational research suggests that about 85% of school age students are predominantly kinesthetic learners, we are working with Dr. Jean Blaydes to help Iowa City teachers integrate Action Based Learning techniques in their classrooms. Action Based Learning in the classroom helps improve memory retention, reinforce academic concepts, and balance brain chemicals while experiencing whole-brain, whole-body learning.

We believe the hallmark of this project, however, is our use of teams at the building level. It is clear that health and PE teachers cannot help all students become healthier without the assistance of other school staff, parents, and community members. Accordingly, our project is about changing the culture of our school community to one where **everyone** (students, school staff, parents, and community members) help students meet state standards by assisting youth to improve their health, fitness, and nutrition. To harness the combined resources of the entire school community, our project will use a district team and 4 building level teams that are comprised of students, parents, school staff, and community members to support the activities under each of our 4 project goals. We have patterned our use of building teams after the work of the Academic Development Institute (Illinois) and the Center for Active Family Engagement (Iowa). The work of both groups has resulted in nationally-recognized, evidenced-based process for mobilizing the entire school community to achieve student outcomes.

Our school-based teams will mobilize the school community in all 4 sites by building upon: (1) leadership that is shared among its members; (2) policies and practices that guide its members in their roles relative to student health and fitness; (3) communication among its members that is two-way and clarifies their roles; and (4) education of its members that builds their capacity to fulfill their roles. Each building's school community will engage in continuous improvement which requires access to health and fitness data to guide decision making. Our project will provide rich data from multiple sources along with practical guidance so that teams can interpret the information and continuously improve health and fitness outcomes for students in their buildings.

Shared leadership for improving student health and fitness resides in many places in a school community—not just with the health and PE teachers. Building a strong school community to support increased health and fitness requires focused and consistent attention, and our 4 building teams are the

structure for this action. The building teams will include the principal, a team facilitator (the school nurse), the PE and health teacher, another general education teacher, parents, students, and community partners. The building teams will meet each month for one hour. During these meetings they will follow common agendas developed by our CBO partner (CAFÉ). In addition to these “business meetings,” the building teams will occasionally meet for larger blocks of time to carry out their work (e.g. fitness/health/nutrition nights 3 times each year). Each building team is the central steering group for its school community, making plans that require the input and participation of many other people. For this reason, the building teams will maintain regular communication and coordination with other decision making groups, such as the school board, district leadership team, and parent-teacher organizations. Through this series of “constant conversations,” the issues of student health and nutrition will be shared by all stakeholders so that positive changes can occur for students.

Plan for professional development—In keeping with best-known practice, professional development is an important component of each project goal. We have planned professional development for board members, district administrative staff, PE teachers, health teachers, and general education teachers. In addition we will offer training for parents and community members. The following table lists some the of the topics that will be covered through professional development. Through the HECAT and PECAT processes and through parent and teacher surveys, we will ask parents, teachers, and board members about additional areas of interest.

Professional Development Topics			
Board Members & Administrative Staff	PE & Health Teachers	General Education Teachers	Parents & Community Members
<ul style="list-style-type: none"> • Understanding Coordinated School Health program • Best-known practices in health education • Best-known PE practices • Setting effective policies that promote health, fitness, and nutrition 	<ul style="list-style-type: none"> • Gathering 3DPAR & Pedometer data • Accurately assessing BMI and fitness • Developing student fitness plans • Best-known practices in health educ. • Best-known practices in PE • Effectively involving parents to support their children’s learning at home • Keeping students active during class 	<ul style="list-style-type: none"> • Integrating movement into classrooms • Involving parents to support children’s health at home • Rewarding students using things other than food 	<ul style="list-style-type: none"> • Understanding BMI and fitness data • Talking to your child about health issues • Incorporating activity in your family’s life • Serving nutritious meals on a budget

Plans for integrating the PEP Requirements (Criteria C)—In the following table we have listed the PEP requirements and how our project clearly addresses each.

Absolute Priority Healthy Eating	We will provide instruction to all K-6 students in healthy eating habits as part of integrated units in the areas of literacy, math, and science.
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Absolute Priority Physical Activity	We will implement fitness assessments at all levels and use this data to drive instruction and help students develop and monitor individual fitness plans. All aspects of our project include significant professional development that reaches board members, administrators, teachers and community members. Fitness testing is new to district.
Statutory Requirement 1 School Health Index	We completed Modules 1-4 of the SHI and used the results to develop this proposal. Our district Wellness Committee will update the SHI every spring during the project. We will also use the CDC's Community Health Assessment And Group Evaluation (CHANGE) tool understand fitness and nutrition issues in our community and to plan for improvements.
Statutory Requirement 2 Nutrition & Physical Activity Policies	Through Goal 1 we will create/review policies related to both nutrition and physical activity. We will also use project time to ensure these policies are fully implemented in all sites at all grade levels.
Statutory Requirement 3 Local Wellness Policy	We currently have a Wellness Policy that will be reviewed through Goal 1 activities. We will also use project time to ensure the Wellness policy is fully implemented (appended on pages 54-55).
Statutory Requirement 4 Related Initiatives	Our project will use the CDC's Coordinated School Health Program Guidelines to ensure our district aligns (1) Health Education; (2) Physical Education; (3) Health Services; and (4) Nutrition Services. As any other federal initiative arises, we will make sure project activities are aligned with the new initiatives.
Statutory Requirement 5 PECAT & HECAT	Through Goal 2 we will complete the HECAT , including the development and implementation of an action plan to improve the health education curriculum. Through Goal 3 we will complete the PECAT , including the development and implementation of an action plan to improve the physical education curriculum.
Statutory Requirement 6 Equipment Purchase	As required by the PEP program, our budget only includes funds for the purchase of PE supplies and equipment that are aligned with proposed changes in the health and PE curricula. Our choice of inexpensive, portable, and inclusive training tools like dumbbells, tubing, medicine balls, weighted wands, and agility ladders over more expensive equipment is supported by over a decade of research concerning trends in fitness equipment choices.
Statutory Requirement 7 Transparency	All data collection will adhere to district and federal policies and not compromise student confidentiality. All project data will be released only in aggregate form so no students can be identified. The sharing of data is an important part of this project and will assist in bringing both community pressure and support for helping students become healthier.

Sustainability plan (Criteria A)—Our project will employ multiple strategies designed to sustain activities following the completion of the funding period—(1) the use of building teams; (2) policy development and board involvement; (3) sharing of data; (4) professional development; and (5) district allocations and additional grant funds. Earlier in this section we talked about our use of building-based teams. The purpose of engaging the school community in all aspects of the project is to permanently change the culture of how our district promotes student health, fitness, and nutrition. The Center for Effective Schools at the University of Washington (Seattle) clearly documents how school culture change requires establishing a clear vision and a shared mission, knowing how well the school is accomplishing that mission, identifying areas for improvement, developing plans to change educational activities and programs, and implementing those plans or new programs effectively. Their research shows how essential it is for leaders of school improvement to link to others in the school

community. For school improvement efforts like this to be successful, teachers, parents, community and business partners, administrators, and students must share leadership functions. Likewise, the principal's role must change from that of a top-down supervisor to a facilitator, architect, steward, instructional leader, coach, and strategic teacher. Our Building Teams have been designed to accomplish just this. Guided by agendas that prescribe the topics of conversation, building teams will meet monthly to make decisions that tailor project efforts to the unique needs of each site. Team members will share project information with their constituent groups and bring feedback from their groups to the team planning. Through our team process, all sectors of the school community (not just the PE and health teachers) will take responsibility for student health and fitness, including students and parents.

For building teams to be successful, they must have the support of district administration and the school board. We will help board members and district administrators increase their knowledge of best-known practices in PE, health and nutrition so they can both **set and implement effective policy**. Project activities don't stop at the creation of board policy. They include helping board members understand how to monitor and support policy implementation in ways that bring about sustainable change. Training board members will be provided by CAFÉ.

As documented by the Center for Effective Schools at University of Washington (Seattle) one essential piece of the culture change process is knowing how well the school is accomplishing their mission. **Sharing data** will be an important piece of our sustainability strategy. We won't just collect data from multiple sources to document student health, fitness and nutrition. In addition, we will actively share these data with the entire school community so that they can follow both individual and school progress over time. During the past decade as schools began to gather, study and share data about reading achievement, more people outside of the school began to understand how well students were (or weren't) performing. In Iowa, this active sharing of data has brought about positive community dialogues concerning student learning. These community conversations have resulted in both pressure and support from the school community to continue making improvements in student reading levels. We believe the regular sharing of student health, fitness and nutrition data will enable our school communities to similarly apply both pressure and support for each building's efforts. Henry Louis Gates (Harvard Professor) said "sharing data is the first step towards community," and this is

how we will frame our data sharing efforts. Our project will employ multiple avenues for sharing data and helping people understand how to use the data. Appended to this proposal (pages 62-68) is a data toolkit with sample fitness and GPRA data reports that illustrate one of the many ways in which we will share PE and other data with the school community. Through our professional development and training efforts, we will help school community members understand how to use these data to sustain the culture change efforts of our project. Once the school community is accustomed to having good health, fitness, and nutrition data, we believe the school community will have an ongoing demand that will strongly encourage our district to share similar data after the funding period ends.

Professional development and training is another important aspect of our sustainability plan. Grant funds will be used to expand the knowledge and skills of PE, health, and food service staff. By building their knowledge base and providing coaching and support as they implement effective strategies, staff will have the ability to sustain changes after funding ends. Professional development will also touch school board members and administrative staff so they, too, are able to improve their knowledge and skills. Throughout the grant we will provide training and education opportunities for parents and community partners about how they can extend project efforts into their homes and the community. Through integrated health, fitness, and nutrition lessons, students at all levels will better understand and be able to maintain their own physical well being. This combination of professional development and training for all members of the school community provides the foundation for the continuation of project activities after the end the grant in ways that require significantly less funding.

Finally, our district and our CBO partners have had excellent success finding **funding from other sources** (both public and private) to sustain effective project activities. During the 2nd and 3rd project years we will work with CAFÉ to obtain additional funding for the project activities that are shown to be most effective. CAFÉ's president has an excellent history of helping school districts throughout the United States use grant and foundation funding as part of a multi strategy effort to sustain effective project components. In addition, throughout the 3 year project our project staff will be in constant dialogue with district administration and board members about **budget allocations** for PE equipment, fitness facilities, and continued professional development.

Adequacy of Resources (10 Points)

For this project to be effective we need both sufficient funds to pay for programming as well as sufficient staffing and resources to accomplish all project activities.

Sufficiency of the budget—On pages 26-28 we have appended a budget narrative which lists individual line items for each of the federal budget categories along with a brief explanation of how the costs were calculated. To ensure we have sufficient funds to implement a project of this size, we carefully developed our budget as we created our project plan. For every activity in our plan, the planning team identified all of the necessary resources and included these items in our budget as either grant-funded or matching costs. After the draft budget was created, our district's Director of Business Services reviewed the plan to ensure we followed appropriate district policies and to ensure that we incorporated all necessary costs. We consistently use this 2-part approach to produce accurate budgets that are both sufficient in size as well as reasonable in terms of how many students are being served.

Sufficiency of project staffing—Since nothing gets done without dedicated time to manage the work, we have planned for a 1/2 time Project Director (Ms. Diane DeLozier Lahr). She will have sufficient time to manage all program activities, including supporting the district Wellness Team and the 4 building teams. She will also serve as the liaison with our CBO partners and consultants. We will pay a stipend to our 1 staff person in each building to facilitate the work of the building-based teams as they using building-level health and fitness data in their planning efforts. These facilitators will schedule all meetings, ensure the prescribed agendas are followed, and organize the work that must take place between the scheduled meetings. Our Director of Health Services will oversee the Health and PE curriculum review processes. Sufficient funds have been budgeted for health, PE and other teaching staff to complete the Health and PE curriculum reviews which includes analyzing current practice, making recommendations for improvements, purchasing/writing new curriculum, and training staff to implement the new curriculum.

Reasonableness of the budget— The total project budget for Year 1 is \$289,408. Approximately \$249,649 of this total covers the costs of universal programming—health and fitness activities that effect every student in the district. The remaining \$39,758 has been budgeted for programming that targets students who need supplemental supports to attain healthy fitness and BMI levels. If you

divide the total for universal programming in year 1 (\$249,649) by the total number of students to be served (N=1,573), the average cost per student for the year is only \$158 or approximately \$15.80 per month per student. \$15.80 per month per student represents a very reasonable cost for programming designed to help students attain state standards through healthy levels of physical activity. Similarly, if you divide the total cost of supplemental services (\$39,758) by the minimum number of students these services are designed to support (N=200), the cost is around \$200 per year or just \$20 per month per student. This monthly amount is substantially less than the monthly fee for intensive programming that a family would have to spend if purchasing the service privately.

All salaries, benefits, and stipends for district employees involved in the project were determined using the rates set through the negotiated agreements between the district and its employees. All salaries for district employees have been increased 4% each year in our budget. This is in keeping with the current (and previous) negotiated agreements. Salaries and benefits for all staff in our CBO partner agencies (ISU Extension and CAFÉ) are in line with current salary scales in the region. Both of our CBO parents, along with the school district, are making significant in-kind contributions.

Sufficiency and reasonableness of project materials—We have budgeted sufficient funds to purchase supplies and equipment that are necessary to accomplish all project objectives. Most of the supplies and equipment are related to fitness data collection, GPRA data collection, and to help keep students active during PE classes. We will purchase a new server to accommodate the web-based fitness assessment database. In addition, we will install overhead projection systems in the gym at each school so staff can use visual technologies for instructional improvement, student involvement, and motivation. During year 1 we will purchase pedometers for all students along with digital scales and stadiometers to help collect GPRA and BMI data. Each PE teacher will receive an iPad to facilitate assessment data entry during class. We will buy the necessary site licenses and technical support for the fitness assessment software. Each school will purchase inexpensive, portable, and inclusive training tools like dumbbells, tubing, medicine balls, weighted wands, and agility ladders. Our supply purchases are low cost/high return items that students of all ages enjoy using. The supplies also require little or no maintenance following the grant funding period. This will help ensure the sustainability of all project activities. We will also use grant funds to purchase appropriate health and PE curricular

materials based up on the recommendations of the HECAT and PECAT teams. The development and implementation of new, evidence-based curricula will provide ongoing benefits to the district well after grant funding for the project ends.

Quality of the Management Plan (15 Points)

Management Structure—This project will be lead by a halftime Project Director—Ms. Diane DeLozier Lahr (resume appended on page 96). Ms. Lahr is a recently retired PE teacher from the district who has experience in effectively managing grant projects. Diane has a strong personal commitment to health and fitness and been an active member of many groups that support health and fitness in Iowa City. She will oversee all project activities and will ensure all reports are submitted to the US DOE accurately and in a timely fashion.

The Project Director will be assisted by our district’s Wellness Committee, our Director of Health Services, and by each of our 4 building-level teams. The district level Wellness Committee will be divided into subcommittees to oversee both the HECAT and the PECAT. Building teams will include the principal, a team facilitator (staff person assigned that role who receives a stipend), the PE teacher, the lead health teacher, another general education teacher, parents, students, and community partners. Each of the building teams will have representation on the district’s Wellness Committee. The Project Director will also have access to expert consultants in the areas of health, fitness, nutrition, team building, and parent/community engagement.

Roles, responsibilities & time commitments—Much of the work will be completed by the 4 building-level teams. Building teams will meet 1-2 times each month for one hour. During these meetings they will follow common agendas developed by the CAFÉ and the Project Director (see samples appended on pages 71-92). These agendas prescribe the topics to be discussed in a way that allows each building to tailor their decision making to the needs of the students in their buildings. In addition, the building teams will occasionally meet for larger blocks of time to carry out their work (e.g. the 3 fitness/health/nutrition nights each year). A major part of each team’s work will ensure that student data is shared with staff, students, and families. Teams will **carefully monitor student data** to ensure progress is being made in the areas of BMI, fitness testing, and fruit/vegetable consumption. Each building team is the central steering group for its school community, making plans that require

the input and participation of many other people. For this reason, the building teams will maintain regular communication and coordination with other decision making groups, such as the school board, district leadership team, and parent-teacher organizations. Through this series of “constant conversations,” the issues of student health and nutrition will be kept alive so that positive changes can occur. All building teams will have the coaching and support of the Project Director as they work their way through the planned conversations.

The advisory group for the project will be the district’s **Wellness Committee** which will meet quarterly to review project progress. This district level team is composed of building team representations, the Director of Health Services, the Director of Food Services, a representative of the city, a representative of Public Health, parents, students, and community partners. Iowa State University Extension is the first of our 2 CBO partners. Extension staff will be part of the Wellness Committee. Extension staff will also provide nutrition education to all K-6 students. The Center for Active Family Engagement (CAFÉ) is our other CBO partner and is known for its work in improving parent engagement in schools. In the past 2 years, CAFÉ has focused on parent engagement to support improved fitness and nutrition. CAFÉ will provide training and technical assistance for integrating effective parent and community engagement into all aspects of the project. Other expert consultants will assist the Project Director with content support in the areas of health, nutrition, and fitness.

The following table lists all personnel for this project, their primary Year 1 activities, and the time they will spend on the project.

Position	Time on Project	Responsibilities
Project Director (Diane DeLozier Lahr)	0.5 FTE	<ul style="list-style-type: none"> Oversees all grant activities Coaches the 4 building teams Leads the district Wellness Committee Coordinates with all partners Organizes all professional development Oversees evaluation data collection Completes all project reports
Director of Health Services	0.05 FTE	<ul style="list-style-type: none"> Provides support to the Project Director Participates on the district Wellness Committee Coordinates health and physical education curriculum review
Building Team Facilitators	40 hrs in school year	<ul style="list-style-type: none"> Facilitate the building level teams Participates in HECAT Assist with BMI data collection Schedules and lead all team meetings Maintain team logs and records

4 PE Teachers	80 hours each year	<ul style="list-style-type: none"> • Participates in the building level team • Gathers and monitors fitness data • Implements activity-based curriculum • Participates in PECAT and curriculum review • Encourages students to participate in activity based clubs/groups • Identifies students for supplemental services
20 Classroom Teachers	30 hrs in school year	<ul style="list-style-type: none"> • Some participate in the building level team • Some participate in HECAT and curriculum review • Participate in curriculum planning (HECAT) • Integrate nutrition and physical activity into classrooms
Food Service Director	20 hrs in school year	<ul style="list-style-type: none"> • Participates in district Wellness Committee • Participates in HECAT
Iowa State University Extension	Varies	<ul style="list-style-type: none"> • Provide 9 weeks of nutrition programming in all 4 elementary schools
Center for Family Engagement	1 day per week	<ul style="list-style-type: none"> • Develops/refines building and district team agendas • Assists with data collection and reporting • Provides training on effective strategies for parent engagement • Manages project WIKI
Jean Blaydes	1 training session	<ul style="list-style-type: none"> • Provides training to general education staff on integrating movement throughout the school day
Johnson County Public Health	0.25 FTE	<ul style="list-style-type: none"> • Provides school access to health screening • Helps implement the 3 family nutrition/fitness nights in all sites • Coordinates project activities with community initiatives
City of Iowa City		<ul style="list-style-type: none"> • Coordinates project activities with community initiatives

Plan to achieve objectives on time—To facilitate timely completion of activities, the Project Director will meet monthly with the health staff in all 4 buildings as well as the district’s Director of Health Services, and the Director of Food Services. In addition, she will have weekly contact with the PE teachers through direct observation and/or phone and e-mail to support the development and implementation of all project activities. She will make quarterly reports to the District Wellness Committee, and an annual report to the school board. Other staff from our district (e.g., the Director of Health Services) and staff from partnering agencies (e.g., Public Health, the city, CAFÉ, and ISU Extension) will assist the Project Director with project management by providing feedback and reviewing all project products. In addition, the Project Director will be assisted with project management by project evaluation data. Using process evaluation data, the Project Director and all participating staff will be able to: (1) identify implementation problems as they occur; (2) assure prompt feedback to project staff so that adjustments can be made; (3) provide a record of project inputs and methods used during implementation; and (4) summarize data about the efficacy of the project implementation process.

Timeline—During the planning for this project, we carefully created our time line as we fi-

nalized our objectives, activities and outcomes for each project goal. As you examine our time line (appended on pages 41-44), you can see it lists project milestones, activities for each objective, when these actions will occur, and who will participate in each activity. We have used this format for multiple projects and have found this to be an extremely useful tool to help us ensure project activities are started and finished in a timely manner during the project implementation. We create similar time lines for all of our projects to help us plan for and accomplish all project activities on time. These time lines are constantly updated and shared regularly with the District Wellness Committee.

Plan to achieve objectives within budget—Our district practices sound fiscal management and has all necessary financial and administrative resources (including accounting, auditing, and administrative supervision) to manage this grant. To ensure we can achieve project tasks within the budgeted amount, we carefully developed our budget as we created our project plan. For this project, our district's Director of Business Services will manage all expenditures and contracts in accordance with EDGAR and all OMB circulars. He will have the support of our district's auditor. He will provide monthly expenditure reports to the Project Director and the Director of Health Services that detail what funds have been spent and what funds have been encumbered. It will be the responsibility of the Project Director to review the monthly reports to ensure funds are being spent in accordance with the time line, address any concerns with the district's business manager, and share the financial information each month with the district's Wellness Committee. The District Wellness Committee will review the information from the Project Director to ensure funds are being spent in a timely manner. The purpose of these reports is to carefully track all expenses and help ensure grant funds are spent appropriately and in a timely manner.

Project WIKI—A wiki is a private website that allows users to use, add or modify content. They are a shared repository of documents that facilitate communication. To help manage project activities CAFÉ will create and maintain a project wiki (samples screens appended on pages 93-95). Each building will use the wiki to access documents, track meeting participation, post meeting minutes, and share data. CAFÉ has used project wikis to successfully manage multiple grant projects. Each school's information will be password protected.

Quality of the Project Evaluation (10 Points)

Evaluation Team—All evaluation efforts will be led by the Project Director with the help of the district's Data Manager, the district's Director of Community Relations, and all 4 PE staff. Our Data Manager coordinates all student data for the district and provides assistance with the organization and reporting of data. She will help us migrate demographic information from the student database to our web-based fitness assessment software. The Director of Community Relations manages the publication and sharing of all student information. She will help organize our data for presentation in both print and electronic formats. School nurses will oversee the collection of height and weight data for calculating BMI, while our PE teachers will gather all fitness assessment and student survey data. Classroom teachers will assist with pedometer data collection. The Project Director will be responsible for collecting feedback from parents and community members through surveys and interviews. He will also prepare and submit all federal reports.

GPRA Data Collection—We will collect and report data for all 3 GPRA measures 3 times during year 1, and 2 times during project years 2 and 3. During year 1 (October, January and May) we will document the % of students who engage in 60 minutes of daily physical activity by having all K-6 students wear pedometers and by having all students in grades 5-6 complete the 3DPAR. To facilitate **accurate** completion of the 3DPAR, PE teachers will have students keep a physical activity log as part of their class work in the week prior to completing the 3DPAR. Classroom teachers will assist with pedometer data collection by recording total steps each day and resetting the pedometers for elementary students. We will document the % of students who meet the healthy fitness zone in 5 of 6 areas by having all students complete the Presidential Fitness Assessment in October, January and May of year 1, and in September and May of years 2 and 3. Nurses will carefully collect the height weight data using digital scales and stadiometers. This information will be entered into our new web-based fitness assessment program. We will document the % of students in grades 3-6 who eat 2 or more fruits and 3 or more vegetables daily by having students complete the appropriate questions from the YRBS. We will use questions 72-75 from the YRBS to assess the % of students served by the grant who consumed fruit two or more times per day and vegetables three or more times per day for students in grades 5-6. These questions ask about fruit and vegetable consumptions for a 7-day period. For students in grades

3-4, we will ask the same questions about the fruit and vegetable intake during a 1 day period. These data collection tools are appended on pages 69-70. To facilitate **accurate** completion of the food survey, PE teachers will have students keep a fruit and vegetable log as part of their class work in the week prior to the survey.

Evaluation Methods & Performance Feedback—Like all project evaluations, our evaluation has been designed to answer 3 basic questions—(1) **How much** did we do?; (2) **How well** did we do it?; and (3) **Is anyone better off** as a result? While collection of data is an important aspect of the overall project evaluation, we are most concerned about how we use our data to adjust project performance to improve results for students and families. Our Project Director will make a **quarterly** review of all project data and facilitate conversations with the 4 building teams and the district’s Wellness Committee to use student health and fitness data in their work. During these evaluation conversations, the Project Director will present summary data (sample appended on pages 62-68) to track progress over time for key measures. The Project Director will help the building teams review and reflect on the data through the use of the following 7 questions.

Project Monitoring Questions to Facilitate Performance Feedback
1. Who have we targeted for services and support?
2. What are the outcomes they were expected to attain (including the GPRA measures)?
3. What do our data tell us about their success in attaining these outcomes?
4. What other data do we need to collect?
5. What would work to do better ?
6. Do we need any new partners ?
7. How will we adjust programming (action plan adjustments)?

Process Evaluation—The main purpose of this project is to help students move toward increasing health and fitness and meet state standards through the provision of universal fitness and nutrition education along with supplemental services for students who need additional assistance to attain healthy fitness/BMI levels. Our project’s process evaluation will examine **how well** we deliver services. Using process evaluation data we will: (1) identify implementation problems as they occur; (2) assure prompt feedback so that adjustments can be made; (3) provide a record of project inputs and methods used during implementation; and (4) provide judgment about the effectiveness of the project implementation process. We will concentrate on process evaluation issues primarily during the start up phase of our project to ensure the smooth implementation and operation of all project activities.

Process evaluation data will be gathered by reviewing documents (e.g., HECAT, PECAT, SHI), board actions, PD attendance logs, training surveys, and all documents that are created for the project.

Outcome Evaluation—While our initial focus will be on process evaluation to ensure our project operates smoothly, our outcome evaluation efforts will increase as the project progresses. Our outcome evaluation will focus on changes in systems as well as changes in students, parents, community members, and staff that result from the efforts of this comprehensive project. With our outcome data we will be able answer the following questions: (1) Are students actually healthier? (2) Do they have a healthy BMI? (3) Do students eat enough fruits and vegetables? (4) Do students engage in daily activity at school and in the community? (5) Do staff understand health and fitness concepts and how to teach them effectively? (6) Do parents know how to help their children at home with health, fitness and nutrition? Our outcome evaluation will allow district staff, students and parent to answer the question, “Are students better off as a result of our services?” Our outcome evaluation will also produce data about student performance on health and fitness assessments that allow PE and health teachers to adjust their instruction so that an increasing number of students meet state standards and are in the healthy zone on fitness testing. This progress monitoring data will also help staff identify students who need supplemental supports and make appropriate service referrals to improve their fitness.

The following table provides a brief summary of our process and outcome measures. GPRA Measures are listed in bold, underlined text. In the evaluation tables appended on pages 58-61 you will find the a more complete description of process and outcome measures for each goal along with the designation of **when** the data will be collected, **who** will collect the data, and **how** the data will be collected. A more complete evaluation plan that will be finalized in the first month of the project.

Goal 1: Process Measures	Goal 1: Outcome Measures
<ul style="list-style-type: none"> • Adjusted work plan completed • School Health Index completed • Review of district web site and publications • Attendance logs and minutes for all Wellness meetings 	<ul style="list-style-type: none"> • Board approval of all policies • Increased resource allocations for PE/Health • Increase # of students taking PE each year with fewer waivers • An increase in the % of parents and community members who report they are actively involved in the district Wellness Committee • An increase in the # of school-community health partnerships • An increase in the % of administrative staff and board members who understand of health, fitness, and nutrition concepts

Goal 2: Process Measures	Goal 2: Outcome Measures
<ul style="list-style-type: none"> • HECAT Summary Form completed • HECAT Accuracy, Acceptability, Feasibility & Affordability Analyses completed • School-Home links developed • Attendance for all health nights & PD 	<ul style="list-style-type: none"> • Increase in student scores on health assessments • An increase in the % of parents who increase home health activities • An increase in the % of health teachers who understand health concepts and how to teach them effectively • An increase in % of health teachers who change their practice
Goal 3: Process Measures	Goal 3: Outcome Measures
<ul style="list-style-type: none"> • Attendance logs for supplemental fitness activities • PECAT Summary Form completed • PECAT Accuracy, Acceptability, Feasibility & Affordability Analyses completed • School-Home links developed for all grade levels • Attendance logs for all fitness nights • Attendance logs for PD activities 	<ul style="list-style-type: none"> • <u>An increase in the % of students who engage in 60 minutes of daily physical activity</u> • <u>An increase in the % of students who achieve healthy fitness zone in 5 of 6 areas</u> • An increase in the % of parents who address fitness at home • An increase in the % of PE teachers who understand fitness concepts and how to teach them effectively • An increase in % of PE teachers who change their practice • An increase in the % of students who understand health concepts • An increase in the % of students with individualized fitness plans
Goal 4: Process Measures	Goal 4: Outcome Measures
<ul style="list-style-type: none"> • HECAT Nutrition Summary complete • HECAT Nutrition Module Accuracy, Acceptability, Feasibility & Affordability Analyses completed • School-Home links developed for all grade levels • Attendance logs for all health nights • Attendance logs for PD activities • Report of findings from review of current food offerings 	<ul style="list-style-type: none"> • <u>An increase in the % of students who report eating 5 fruits and vegetable daily</u> • An increase in the % of parents who address nutrition at home • An increase in % of parents who report improved nutrition at home • The % of students who describe the meal choices and vending as appealing will increase • A decrease in the % of non-nutritious food sold for fund raising • An increase in the % of health teachers and food service staff who understand nutrition concepts and how to promote these in students will increase

Sharing of data— All data will be disaggregated by grade and gender as well as trended over time (sample on pages 62-68). Data will be shared with the board, central office staff, and the 4 building teams for use in planning, monitoring progress, and adjusting practice. All reports will be posted to the district web site where we will provide regular updates about upcoming project activities, general project information, and documentation of project successes. We will also provide this information through printed materials that are sent home with students (School-Home Links) to help parents support their children at home. One role of the District Wellness Committee and Building Teams will be to share results with their constituent groups and to bring feedback from their constituents back to the project. Building Teams will make annual presentations to their parent-teacher groups. We will also work with the Iowa Departments of Education and Public Health to share what we have learned from our evaluation with their constituent groups.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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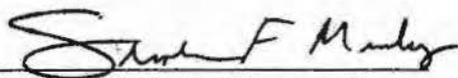
[View Optional Other Attachment](#)

Program Specific Assurances

Please ensure you have included this form with your application. You must print out this form, complete it, 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 Drug-Free Schools at (202) 245-7166 within 3 working days of submitting your electronic application. You must indicate your Agency name and DUNS# on this form.

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 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, such as Farm-to-School, Alliance for a Healthier Generation, HealthierUS School Challenge, YMCA Pioneering Healthier Communities, or Action for Healthy Kids *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

Iowa City Community School District
Applicant Organization

April 10, 2013
Date Submitted

Agency Name: Iowa City School District

DUNS # 083487173

LEA Partner Agreement for Competitive Preference Priority #2:

Partnerships Between Applicants and Supporting Community Entities

This form 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 this form, complete it, 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 Drug-Free Schools at (202) 245-7166 within 3 working days of submitting your electronic application. You must indicate your Agency name and DUNS # on the top of this form.

Page 1 of 6 (LEA Partner)

LEA Authorized Representative Name: Steven Murley, Superintendent

Roles and Responsibilities:

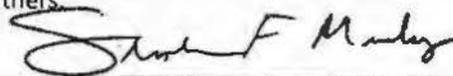
The district will provide the Project Director who will be under the supervision of the Director of Student Health. Together they will be responsible for: (1) convening the district's Wellness Committee; (2) providing guidance on curriculum development, alignment and articulation through the HECAT and PECAT processes; (3) coordinating the participation of all building administrators, teachers, and food service staff; (4) providing oversight and guidance to the building work teams; (5) managing all contracts with our partner CBOs and contractors; (6) organizing all professional development; (7) coordinating after school fitness activities; and (8) providing all evaluation services in-house.

Contribution to the Project:

The Iowa City School District will provide all space for project activities as well as administrative time for participation in the HECAT/PECAT/SHI assessment processes as an in-kind contribution.

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

Signature of LEA's Authorized Representative:



Dated: April 10, 2013

CBO Name: Center for Active Family Engagement (CAFÉ)

CAFÉ Representative: Ron Mirr, President

Roles and Responsibilities:

The Center for Family Engagement in Education will provide expert consultation to project staff on effective practices in engaging families in their children's fitness and nutrition. Center staff will also assist with the development of the School-Home Links and in the planning and implementation of all family nights.

Contribution to the Project:

While a portion of Center staff time will be supported by grant funds, Center staff will contribute both staff time and materials.

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

Signature of CBO's Authorized Representative: _____

(b)(6)

Dated: April 10, 2013

CBO Name: Iowa State University Extension

Iowa State Extension Representative: Janet Martin

Roles and Responsibilities:

ISU Extension staff will participate in the health curriculum curriculum review. In addition, ISU Extension will provide nutrition programming for students in grades K-6.

Contribution to the Project:

While a portion of ISU Extension staff time will be supported by grant funds, ISU Extension staff will contribute both staff time and materials for the nutrition programming.

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

Signature of CBO's Authorized Representative: _____

(b)(6)

Dated: April 10, 2013

Public Health Partner Name: Johnson County Health Department

Roles and Responsibilities:

Johnson County Health Department will: (1) participate in the health curriculum curriculum review; (2) have a staff person participate in the District's Wellness Committee; (3) assist with staff and resources for the family health and nutrition nights; and (4) coordinate the linkage between this project and the work of the Blue Zone project.

Contribution to the Project:

All staff time and supplies will be contributed to the project.

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

Signature of Health Department's Authorized Representative

Dated: April 10, 2013

(b)(6)



Food Service Director Name: Alison Demory

Roles and Responsibilities:

The Food Service Director will participate in the District's Wellness Committee. In addition, the Director will be fully involved in the HECAT process and completion of the SHI. The Food Service Director will also assist with policy development (Goal 1), health curriculum review (Goal 2), and nutrition services review (Goal 4). This will include the review of food preparation and purchasing procedures, food service staff professional development, and coordination of food service staff and teaching staff joint activities. Finally the Food Services Director will take the lead on improving healthy food offerings and placement of healthy food in vending machines.

Contribution to the Project:

All time spent on the project by the Food Services Director will be contributed to the grant.

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

Signature of LEA's Food Service Authorized Representative:

(b)(6)

Dated: April 10, 2013

Page 6 of 6 (Head of Local Government)

Head of Local Government Name (or designee): Mike Moran

Roles and Responsibilities:

The local city government agrees to have a representative participate in the District's Wellness Committee. The representative of the city will help district staff make connections with community agencies and businesses that provide health, recreation, and nutrition services.

Contribution to the Project:

All time spent on the project by city personnel will be considered an in-kind donation.

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

(b)(6)

Signature of Head of Local Government or Designee:

Dated: April 10, 2013

Project **Goals & Objectives**

Goal 1: Policy and Environmental Changes

Our Coordinated School Health Program will have polices and practices which: (1) ensure coordination of all physical education; health education; and nutrition services; & (2) support implementation of best known practices.

Objective 1A—Ensure all buildings implement and meet the requirements of the district wellness policy.

Objective 1B—Connect, engage and sustain parent involvement in school health and wellness.

Objective 1C—Professional development (PD) on health and wellness for district administrators and board members.

Goal 2: Health Education

Health Education in our district will help all students: (1) understand the essential concepts of health information; (2) shape personal values that support healthy behaviors; (3) contribute to group norms that value a healthy lifestyle; and (4) develop the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors.

Objective 2A--Review, update, and implement a coordinated K-6 health education curriculum using HECAT.

Objective 2B--Buildings action teams staff engage family and community members in data-driven efforts to support improvements in student health and wellness.

Objective 2C--Annual professional development (PD) for all K-6 teachers who teach health.

Goal 3: Physical Education

Physical Education in our district will help all students increase their level of their personal fitness while learning the appropriate knowledge, skills, behaviors, and confidence to be physically active for life.

Objective 3A--Review, update, and implement a coordinated K-6 physical education curriculum using PECAT.

Objective 3B--Buildings action teams staff engage family and community members in data-driven efforts to support improvements in student fitness.

Objective 3C--Annual professional development (PD) for all K-6 teachers who teach PE

Goal 4: Nutrition

Iowa City will: (1) help all students understand the essential concepts of nutrition; (2) help all students shape personal values that support healthy eating behaviors; and (3) provide healthy meals & snacks that are appealing to most students.

Objective 4A--Integrate nutrition into health and other content areas K-6.

Objective 4B--Buildings action teams staff engage family and community members in data-driven efforts to support improvements in student nutrition.

Objective 4C--The District Wellness Committee and Building Teams improve the nutritional quality of the foods that are served and sold in each building (including all extra-curricular activities).

Project **Goals & Objectives** including identified needs, activities, and outcomes

Goal 1: Policy and Environmental Changes	
<p style="text-align: center;"><i>SHI Identified Needs</i></p> <ul style="list-style-type: none"> • No representative school health committee • Fundraising efforts during and outside school hours don't meet nutrition std • Not enough access to physical activity facilities outside school hours • Schools need to prohibit using food as reward or punishment • Not all foods offered or sold during the school day meet strong nutrition std • Not all beverages offered or sold during the school day meet nutrition std • Need more appropriate advertising and promotion of foods and beverages • Need to communicate school health and safety policies to students, parents, staff 	<p style="text-align: center;"><i>Other Identified Needs</i></p> <ul style="list-style-type: none"> • Parents/community members are not partners in policy decisions for health and fitness. • The community needs more no cost/low cost fitness opportunities for families.
<p>Objective 1A—Ensure all buildings implement and meet the requirements of the district wellness policy.</p>	
<p><i>Planned Activities</i></p>	
<ul style="list-style-type: none"> • Complete the School Health Index each Spring and adjust work plan to include findings from SHI • Complete CDC's CHANGE tool for policy analysis/changes • Monitor implementation at each level to ensure full implementation of district's Wellness Policy • Monitor the coordination of activities across the areas of PE, health education and nutrition services • Coordinate district health and fitness activities with community partners • Review of district PE facilities and equipment and integrate recommendations in district facilities plan • Review time allotments for physical activity at all grade levels • Share results on the district web site and in publications 	
<p style="text-align: center;"><i>Process Measures</i></p> <ul style="list-style-type: none"> • Completion of SHI tools • Adjusted work plan which details coordination • Review web site/publications 	<p style="text-align: center;"><i>Outcome Measures</i></p> <ul style="list-style-type: none"> • Board approval of all policies. • Increased resource allocations PE/Health • Increase # of students taking PE each year
<p>Objective 1B—Connect, engage and sustain parent involvement in school health and wellness.</p>	
<p><i>Planned Activities</i></p>	
<ul style="list-style-type: none"> • Institutionalize parent representation on district Wellness Committee and school-based action teams • Enlist parents in identifying school health and safety priorities • Involve parents in district wellness policy decisions and decisions to increase access to facilities 	
<p style="text-align: center;"><i>Process Measures</i></p> <ul style="list-style-type: none"> • Attendance logs and minutes for all Wellness Committee meetings 	<p style="text-align: center;"><i>Outcome Measures</i></p> <ul style="list-style-type: none"> • Board approval of all policies • The % of parents and community members who report they are fully involved in the district Wellness Committee (annual parent survey) • An increase in the number of school-community partnerships in health and fitness
<p>Objective 1C—Professional development (PD) on health and wellness for district administrators and board members.</p>	
<p><i>Planned Activities</i></p>	
<ul style="list-style-type: none"> • PD for administrators/board members on components of a Coordinated School Health Program • PD for administrative staff and board members on best-known practices in health education and PE 	
<p style="text-align: center;"><i>Process Measures</i></p> <ul style="list-style-type: none"> • Attendance logs for professional development activities 	<p style="text-align: center;"><i>Outcome Measures</i></p> <ul style="list-style-type: none"> • The % of administrative staff and board members who report increased understanding of health, fitness, and nutrition concepts (annual survey).

Project **Goals & Objectives** including identified needs, activities, and outcomes

Goal 2: Health Education	
<p style="text-align: center;"><i>Elementary Identified Needs</i></p> <ul style="list-style-type: none"> • No professional development in delivering curriculum • No professional development in classroom management techniques • Health education not taught in all grades • No sequential curriculum consistent w/stds • No professional development in health education • Need info on essential topics on physical activity • Need info on essential topics on healthy eating • Need assignments to encourage student interaction with family and community 	<p style="text-align: center;"><i>Other Identified Needs</i></p> <ul style="list-style-type: none"> • Virtually no health education exists in grades K-6.
<p>Objective 2A—Review, update, and implement a coordinated K-6 health education curriculum using HECAT.</p>	
<p><i>Planned Activities</i></p>	
<ul style="list-style-type: none"> • Form district HECAT committee and complete HECAT Assessment • Obtain feedback from all buildings and the public and revise curricular recommendations • Make assignments for curriculum revisions, supplementation, and improvement • Revise K-6 health curriculum as recommended, both as a stand alone class and embeded in other content areas • Implement K-6 health curriculum 	
<p style="text-align: center;"><i>Process Measures</i></p> <ul style="list-style-type: none"> • HECAT Summary Form and Accuracy, Acceptability, Feasibility, & Affordability Analyses 	<p style="text-align: center;"><i>Outcome Measures</i></p> <ul style="list-style-type: none"> • Increase in student scores on health assessments
<p>Objective 2B—Buildings action teams staff engage family and community members in data-driven efforts to support improvements in student health and wellness.</p>	
<p><i>Planned Activities</i></p>	
<ul style="list-style-type: none"> • Involve parents in improving health curricula through the HECAT process • Form action teams in each building that include staff, parents & community members • Involve students, parents, and community members in helpingschool make decisions that improve the health and well-being of students through each building's PTO • Develop "School-Home Links" so that families can support health education at home. • Family health nights at all schools with distribution of health related newsletters in Spanish and English 	
<p style="text-align: center;"><i>Process Measures</i></p> <ul style="list-style-type: none"> • K-6 School-Home links developed • Attendance logs for all family health nights 	<p style="text-align: center;"><i>Outcome Measures</i></p> <ul style="list-style-type: none"> • The % of parents with increased understanding of how to address health education at home • The % of parents who report increased health related activities at home
<p>Objective 2C—Annual professional development (PD) for all K-6 teachers who teach health.</p>	
<p><i>Planned Activities</i></p>	
<ul style="list-style-type: none"> • PD for K-6 staff on best-known practices in health education • PD for K-6 staff on how to engage parents in their student's learning regarding health 	
<p style="text-align: center;"><i>Process Measures</i></p> <ul style="list-style-type: none"> • Attendance logs for all professional development activities 	<p style="text-align: center;"><i>Outcome Measures</i></p> <ul style="list-style-type: none"> • % of health teachers with increased understanding of health concepts and how to teach them. • Increase in % of health teachers who describe changes they have made to their practice as a result of the professional development

Project **Goals & Objectives** including identified needs, activities, and outcomes

Goal 3: Physical Education	
<p style="text-align: center;"><i>Elementary Identified Needs</i></p> <ul style="list-style-type: none"> • Don't have 150 minutes of physical education per week • No individualized fitness plans • No sequential curriculum consistent w/standards • Need more participation in intramural programs or physical activity clubs • Need to promote community physical activities • Need to promote walking and bicycling to school 	<p style="text-align: center;"><i>Other Identified Needs</i></p> <ul style="list-style-type: none"> • Many students don't meet state PE standards. • Many students are not in the healthy zone on abdominal strength, upper body strength, cardio endurance, and flexibility. • Nearly 75% of students don't engage in moderate-to-vigorous daily activity. • Families can't afford community fitness activities.
<p>Objective 3A—Review, update, and implement a coordinated K-6 PE curriculum using PECAT.</p>	
<p><i>Planned Activities</i></p>	
<ul style="list-style-type: none"> • Implement FitnessGram testing in all buildings and grades 2 times each year (3 times in year 1) • Student Survey and Pedometer/3DPAR Data Collection 2 times each year (3 times in year 1) • Form district PECAT committee and complete PECAT Assessment • Implement K-6 PE curriculum • Implement activities to get students moving during recess and to join physical activity clubs/programs 	
<p style="text-align: center;"><i>Process Measures</i></p> <ul style="list-style-type: none"> • PECAT Summary Form and Accuracy, Acceptability, Feasibility, & Affordability Analyses 	<p style="text-align: center;"><i>Outcome Measures</i></p> <ul style="list-style-type: none"> • The % of students who engage in 60 minutes of daily physical activity will increase • The % of students who achieve healthy fitness zone in 5 of 6 areas will increase
<p>Objective 3B—Buildings action teams staff engage family and community members in data-driven efforts to support improvements in student fitness.</p>	
<p><i>Planned Activities</i></p>	
<ul style="list-style-type: none"> • Involve parents in improving PE curricula through the PECAT process • Form action teams in each building that include staff, parents & community members • Involve students, parents, and community members in helpingschool make decisions that improve the fitness of students through each building's PTO • Develop "School-Home Links" so that families can support fitness at home. • Family fitness nights at all schools with distribution of fitness related newsletters (Spanish & English) • All schools implement extracurricular activities (with youth input) that include physical activity 	
<p style="text-align: center;"><i>Process Measures</i></p> <ul style="list-style-type: none"> • K-6 School-Home links developed • Attendance logs for all family fitness nights • Attendance logs for extracurricular fitness activities 	<p style="text-align: center;"><i>Outcome Measures</i></p> <ul style="list-style-type: none"> • The % of parents with increased understanding of how to address fitness at home • The % of parents who report increased fitness activities at home
<p>Objective 3C—Annual professional development (PD) for all K-6 teachers who teach PE</p>	
<p><i>Planned Activities</i></p>	
<ul style="list-style-type: none"> • PD for PE staff on fitness assessment, how to keep students moving, and how to engage families. • PD for general classroom teachers on incorporating movement to improve student learning 	
<p style="text-align: center;"><i>Process Measures</i></p> <ul style="list-style-type: none"> • Attendance logs for all professional development activities 	<p style="text-align: center;"><i>Outcome Measures</i></p> <ul style="list-style-type: none"> • % of PE teachers with increased understanding of fitness concepts and how to teach them. • Increase in % of PE teachers who describe changes they have made to their practice

Project **Goals & Objectives** including identified needs, activities, and outcomes

Goal 4: Nutrition	
<p style="text-align: center;"><i>Elementary Identified Needs</i></p> <ul style="list-style-type: none"> • A la carte offerings need to include healthy food and beverage items • Sites outside cafeteria need to offer healthy food and beverage items • Need collaboration between nutrition services staff members and teachers • Need better promotion of healthy food and beverage choices 	<p style="text-align: center;"><i>Other Identified Needs</i></p> <ul style="list-style-type: none"> • Students don't eat enough fruit and vegetables. • Many students don't have a healthy BMI (obese or overweight).
<p>Objective 4A—Integrate nutrition into health and other content areas K-6.</p>	
<p><i>Planned Activities</i></p>	
<ul style="list-style-type: none"> • Form district HECAT committee and complete HECAT Module on Healthy Eating • Obtain feedback from all buildings and the public and revise curricular recommendations for nutrition • Make assignments for curriculum revisions, supplementation, and improvement re: nutrition • Revise K-6 curriculum to incorporate nutrition as recommended • Food service staff, community partners, and teachers will work together to use food in classroom nutritional lessons, jointly teach nutrition lessons, and display informational materials that reinforce classroom lessons. 	
<p style="text-align: center;"><i>Process Measures</i></p> <ul style="list-style-type: none"> • HECAT Summary Form and Accuracy, Acceptability, Feasibility, & Affordability Analyses 	<p style="text-align: center;"><i>Outcome Measures</i></p> <ul style="list-style-type: none"> • Increase in students who report consuming 5 fruits and vegetable daily
<p>Objective 4B—Buildings action teams staff engage family and community members in data-driven efforts to support improvements in student nutrition.</p>	
<p><i>Planned Activities</i></p>	
<ul style="list-style-type: none"> • Involve parents in improving nutrition curricula through the HECAT process • Form action teams in each building that include staff, parents & community members • Give parents opportunities to provide feedback on the meal program and let them know the outcome • Health/Food staff develop "School-Home Links" so families can support healthy eating at home. • Nutrition nights at all schools. 	
<p style="text-align: center;"><i>Process Measures</i></p> <ul style="list-style-type: none"> • School-Home links developed for all grade levels • Attendance logs for all family nutrition nights 	<p style="text-align: center;"><i>Outcome Measures</i></p> <ul style="list-style-type: none"> ▪ Increase in students who report consuming 5 fruits and vegetable daily • The % of parents who report understanding of how to address nutrition at home increases ▪ The % of parents who report improved nutrition at home will increase
<p>Objective 4C—The District Wellness Committee and Building Teams improve the nutritional quality of the foods that are served and sold in each building (including all extra-curricular activities).</p>	
<p><i>Planned Activities</i></p>	
<ul style="list-style-type: none"> • Form district nutrition team & review current food offerings (meals, vending, and fund raising) • Offer low fat items that are acceptable to a majority of students. • Offer appealing low fat a la carte offerings that are acceptable to a majority of students. • Food and beverage choices that are low in fat, sodium, and added sugars will be promoted in all vending machines, at student activities, and in the cafeteria. 	
<p style="text-align: center;"><i>Process Measures</i></p> <ul style="list-style-type: none"> • Attendance logs for all professional development activities • Report of findings from the review of current food offerings 	<p style="text-align: center;"><i>Outcome Measures</i></p> <ul style="list-style-type: none"> • The % of students who describe the meal choices and vending as appealing will increase • Decrease in % of non-nutritious food sold for fund raising • The % of health teachers/food service staff with increased understanding of nutrition and how to promote these in students will increase

Project Timeline

Goal 1: Policy and Environmental Changes																			
Objective 1A— Ensure all buildings implement and meet the requirements of the district wellness policy.	Year 1				Year 2				Year 3				Participants						
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Project Director	Building Teams	Wellness Comm.	Board Members	Students/Parents	Teachers	Partners
Complete the School Health Index each Spring and adjust work plan to include findings from SHI			●				●				●		☆		☆		☆	☆	☆
Complete CDC's CHANGE tool for policy analysis/changes		●											☆		☆				
Monitor policy implementation at each level to ensure full implementation of district's Wellness Policy			●	●	●	●	●	●	●	●	●	●	☆	☆	☆	☆			
Review of district PE facilities and equipment and integrate recommendations in district facilities plan					●	●	●	●	●	●	●	●	☆			☆			
Review time allotments for physical activity at all grade levels					●	●	●	●	●	●	●	●	☆			☆			
Share results on the district web site and in publications			●	●	●	●	●	●	●	●	●	●	☆						
Objective 1B— Connect, engage and sustain parent involvement in school health and wellness.	Year 1				Year 2				Year 3				Participants						
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Project Director	Building Teams	Wellness Comm.	Board Members	Students/Parents	Teachers	Partners
Institutionalize parent representation on district Wellness Committee and school-based action teams		●											☆			☆	☆		
Enlist parents in identifying school health and safety priorities			●	●									☆	☆	☆		☆		☆
Involve parents in district wellness policy decisions and decisions to increase access to facilities			●	●	●	●	●	●	●	●	●	●	☆		☆	☆	☆		
Objective 1C— Professional development (PD) on health and wellness for district administrators and board members.	Year 1				Year 2				Year 3				Participants						
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Project Director	Building Teams	Wellness Comm.	Board Members	Students/Parents	Teachers	Partners
PD for administrators/board members on components of a Coordinated School Health Program		●				●				●			☆			☆			☆
PD for administrative staff and board members on best-known practices in health education and PE			●			●				●			☆	☆		☆			☆

Project Timeline

Goal 2: Health Education																			
Objective 2A— Review, update, and implement a coordinated K-6 health education curriculum using HECAT.	Year 1				Year 2				Year 3				Participants						
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Project Director	Building Teams	Wellness Comm.	Board Members	Students/Parents	Teachers	Partners
Form district HECAT committee and complete HECAT Assessment				•	•								☆						
Obtain feedback from all buildings and the public and revise curricular recommendations						•							☆		☆				☆
Make assignments for curriculum revisions , supplementation, and improvement							•						☆		☆		☆	☆	☆
Revise K-6 health curriculum as recommended								•					☆		☆		☆	☆	☆
Implement K-6 health curriculum									•	•	•	•	☆					☆	☆
Objective 2B— Buildings action teams staff engage family and community members in data-driven efforts to support improvements in student health and wellness.	Year 1				Year 2				Year 3				Participants						
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Project Director	Building Teams	Wellness Comm.	Board Members	Students/Parents	Teachers	Partners
Involve parents in improving health curricula through the HECAT process					•								☆						☆
Form action teams in each building that include staff, parents & community members	•												☆					☆	
Involve students, parents, and community members in helpingschool make decisions that improve the health and well-being of students through each building's PTO		•	•	•	•	•	•	•	•	•	•	•	☆	☆			☆	☆	☆
Develop " School-Home Links " so that families can support health education at home.				•				•					☆					☆	☆
Family health nights at all schools with distribution of health related newsletters in Spanish and English		•	•		•	•			•	•			☆	☆	☆	☆	☆	☆	☆
Objective 2C— Annual professional development (PD) for all K-6 teachers who teach health.	Year 1				Year 2				Year 3				Participants						
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Project Director	Building Teams	Wellness Comm.	Board Members	Students/Parents	Teachers	Partners
PD for K-6 staff on best-known practices in health education	•	•		•				•					☆					☆	☆
PD for K-6 staff on how to engage parents in their student's learning regarding health			•	•			•	•					☆					☆	☆

Project Timeline

Goal 3: Physical Education																			
Objective 3A— Review, update, and implement a coordinated K-6 physical education curriculum using PECAT.	Year 1				Year 2				Year 3				Participants						
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Project Director	Building Teams	Wellness Comm.	Board Members	Students/Parents	Teachers	Partners
Implement FitnessGram testing in all buildings and grades 2 times each year.	•	•	•	•	•	•	•	•	•	•	•	•	☆					☆	
Student Survey and Pedometer /3DPAR Data Collection	•	•		•	•	•		•	•	•		•	☆					☆	
Form district PECAT committee and complete PECAT Assessment	•	•											☆						
Implement K-6 PE curriculum	•	•	•	•	•	•	•	•	•	•	•	•	☆					☆	☆
Objective 3B— Buildings action teams staff engage family and community members in data-driven efforts to support improvements in student fitness.	Year 1				Year 2				Year 3				Participants						
Involvement parents in improving PE curricula through the PECAT process					•								☆						☆
Form action teams in each building that include staff, parents & community members	•												☆					☆	
Involvement students, parents, and community members in helping school make decisions that improve the fitness of students through each building's PTO		•	•	•	•	•	•	•	•	•	•	•	☆	☆			☆	☆	☆
Develop " School-Home Links " so that families can support fitness at home.				•				•					☆					☆	☆
Family fitness nights at all schools with distribution of fitness related newsletters (Spanish & English)		•	•			•	•			•	•		☆	☆	☆	☆	☆	☆	☆
All schools implement extracurricular activities (with youth input) that include physical activity		•	•	•	•	•	•	•	•	•	•	•	☆						☆
Refer students to supplemental supports for fitness		•	•	•	•	•	•	•	•	•	•	•	☆	☆			☆	☆	☆
Objective 3C— Annual professional development (PD) for all K-6 teachers who teach PE	Year 1				Year 2				Year 3				Participants						
PD for PE staff on fitness assessment, how to keep students moving, and how to engage families.	•	•		•				•					☆					☆	☆
PD for general classroom teachers on incorporating movement to improve student learning			•	•			•	•					☆					☆	☆

Project Timeline

Goal 4: <u>Nutrition</u>																			
Objective 4A— Integrate nutrition into health and other content areas K-6.	Year 1				Year 2				Year 3				Participants						
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Project Director	Building Teams	Wellness Comm.	Board Members	Students/Parents	Teachers	Partners
Form district HECAT committee and complete HECAT Module on Healthy Eating				•	•								☆						
Obtain feedback from all buildings and the public and revise curricular recommendations for nutrition						•							☆		☆				☆
Make assignments for curriculum revisions, supplementation, and improvement re: nutrition							•						☆		☆		☆	☆	☆
Revise K-6 curriculum to incorporate nutrition as recommended								•					☆		☆		☆	☆	☆
Food service staff, community partners, and teachers will work together to use food in classroom nutritional lessons, jointly teach nutrition lessons, and display informational materials that reinforce classroom lessons.									•	•	•	•	☆					☆	☆
Objective 4B— Buildings action teams staff engage family and community members in data-driven efforts to support improvements in student nutrition.	Year 1				Year 2				Year 3				Participants						
Involvement parents in improving nutrition curricula through the HECAT process								•						☆					☆
Form action teams in each building that include staff, parents & community members	•													☆					☆
Give parents opportunities to provide feedback on the meal program and let them know the outcome		•	•	•	•	•	•	•	•	•	•	•	☆	☆			☆	☆	☆
Health/Food staff develop "School-Home Links" so families can support healthy eating at home. Nutrition nights at all schools.				•				•					☆					☆	☆
Objective 4C— The District Wellness Committee and Building Teams improve the nutritional quality of the foods that are served and sold in each building (including all extra-curricular activities).	Year 1				Year 2				Year 3				Participants						
Form district nutrition team & review current food offerings (meals, vending, and fund raising)		•	•	•	•	•								☆		☆			
Offer low fat items that are acceptable to a majority of students.					•	•	•	•	•	•	•	•			☆				
Offer appealing low fat a la carte offerings that are acceptable to a majority of students.					•	•	•	•	•	•	•	•	☆		☆				
Food and beverage choices that are low in fat, sodium, and added sugars will be promoted in all vending machines, at student activities, and in the cafeteria.					•	•	•	•	•	•	•	•	☆	☆	☆	☆		☆	☆

State Standards being addressed by the project

On this page, you will find the State PE Standard we are addressing in this project. The table begins with the name of the standard followed by a rationale for the standard. Below this you will see the performance measures we have targeted in this grant for students in grades 4, 8, and 12. In the far right column we have listed the % of our students who do **NOT** meet minimum levels of proficiency.

% of Students NOT meeting PE Standard

E: <u>Health-enhancing Fitness</u>— Students will achieve and maintain a health-enhancing level of physical fitness.		
<i>The intent of this standard is student achievement of a health-enhancing level of fitness. This level of fitness facilitates normal growth and development as well as delays the aging process. It allows individuals to adapt to stress and meet the demands of daily living by increasing energy levels. Achievement of a health-enhancing level of fitness is a proactive alternative to rising health-care costs; it reduces the risk of injury, cardiovascular disease, and health risks related to a sedentary lifestyle.</i>		% NOT Proficient
By the end of 4th grade , the students will:		
E.4.2	Associate results of fitness testing to personal health status and the ability to perform various activities such as maintaining continuous aerobic activity for a specific time and/or activity and supporting, lifting, and controlling body weight in a variety of activities	36%
E.4.3	Describe personal strengths and weaknesses and elevate the weaknesses to strengths	32%
By the end of 8th grade , the students will:		% NOT Proficient
E.8.1	Participate in a variety of health-related activities in both school and non school settings in order to maintain a record of moderate to vigorous physical activity	15%
E.8.2	Assess physiological indicators of exercise such as pulse rate during and after physical activity	12%
E.8.3	Understand and apply basic principles of training to improve physical fitness such as various weight training techniques	33%
E.8.4	Meet health-related fitness standards	30%
E.8.5	Begin to design personal health-related fitness programs based on an accurately assessed fitness profile, for example, engage in physical activity at the target heart rate for a minimum of 30 minutes at least 3 times a week outside of the physical education class	42%
By the end of 12th grade , the students will:		% NOT Proficient
E.12.1	Monitor exercise and other behaviors related to health-related fitness	12%
E.12.2	Maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility and body composition necessary for a healthful lifestyle	30%
E.12.3	Assess personal health-related fitness status	15%
E.12.4	Continue meeting health-related fitness standards	25%
E.12.5	Use the results of fitness assessments to guide changes in personal program of physical activity	20%

SHI Score Cards

Module 1: School Health and Safety Policies and Environment		C. Central	Kirkwood	Twain	Wood
CC.1	Representative school health committee	0	0	0	0
CC.2	Written school health and safety policies	3	2	2	2
CC.3	Communicate school health and safety policies to students, parents, staff	1	1	1	2
CC.4	Positive school climate	3	1	2	3
CC.5	Overcome barriers to learning	2	1	2	2
CC.6	Enrichment experiences	2	1	2	2
CC.7	Local wellness policies	1	2	2	2
CC.8	Standard precautions policy	3	3	3	3
CC.9	Professional development on meeting diverse needs of students	3	2	2	2
CC.10	Prevent harassment and bullying	1	2	2	2
CC.11	Active supervision	2	1	2	2
CC.12	Written crisis response plan	1	1	2	2
S.1	Safe physical environment	1	2	2	2
S.2	Maintain safe physical environment	1	1	1	2
S.3	Staff development on unintentional injuries, violence, and suicide	0	0	0	0
PA.1	Recess	2	2	2	2
PA.2	Access to physical activity facilities outside school hours	1	1	1	1
PA.3	Adequate physical activity facilities	2	1	1	2
PA.4	Prohibit using physical activity as punishment	2	1	2	3
N.1	Prohibit using food as reward or punishment	1	0	1	2
N.2	Access to free drinking water	3	1	2	2
N.3	All foods offered or sold during the school day meet strong nutrition std	1	1	1	1
N.4	All beverages offered or sold during the school day meet nutrition std	1	1	1	1
N.5	Fundraising efforts during and outside school hours meet nutrition std	0	0	0	0
N.6	Advertising and promotion of foods and beverages	1	1	1	1
N.7	Hands washed before meals and snacks	3	2	2	2
T.1	Prohibit tobacco use among students	3	3	3	3
T.2	Prohibit tobacco use among staff and visitors	3	3	3	3
T.3	Enforce tobacco-use policies	3	3	3	3
T.4	Prohibit tobacco advertising	3	3	3	3
A.1	Written policies for carry and self-administration of quick relief medications	2	3	2	2
A.2	Professional development on asthma	1	1	1	1
A.3	Implement indoor air quality practices	0	0	0	1
A.4	Implement integrated pest management practices	1	1	1	1
SH.1	Non-discrimination on the basis of HIV infection policy	0	0	1	1
SH.2	Confidentiality of HIV status	0	3	3	3
SH.3	Professional development for all staff members on HIV policies or laws	0	2	2	2
SH.4	Professional development for administrators and teachers on HIV and other	0	2	2	2
	Total Points	57	55	63	70
	Total Possible	114	114	114	114
	Total Score	50%	48%	55%	61%

SHI Score Cards

Module 2: Health Education		C. Central	Kirkwood	Twain	Wood
CC.1	Health education taught in all grades	1	1	1	1
CC.2	Sequential health education curriculum consistent with standards	1	1	1	1
CC.3	Active learning strategies	2	2	2	2
CC.4	Opportunities to practice skills	2	2	2	2
CC.5	Culturally appropriate examples and activities	3	2	2	3
CC.6	Assignments encourage student interaction with family and community	1	2	1	1
CC.7	Professional development in health education	1	1	1	1
CC.8	Professional development in delivering curriculum	0	0	0	0
CC.9	Professional development in classroom management techniques	0	1	1	1
S.1	Essential topics on preventing unintentional injuries, violence, and suicide	0	1	1	1
PA.1	Essential topics on physical activity	1	1	1	1
N.1	Essential topics on healthy eating	1	1	1	1
T.1	Essential topics on preventing tobacco use	0	1	1	1
A.1	Essential topics on asthma awareness	0	1	1	1
SH.1	Essential topics for preventing HIV, other STD and pregnancy	0	1	1	1
	Total Points	13	18	17	18
	Total Possible	45	45	45	45
	Total Score	29%	40%	38%	40%

SHI Score Cards

Module 3: Physical Education and Other Physical Activity Programs		C. Central	Kirkwood	Twain	Wood
PA.1	150 minutes of physical education per week	0	0	0	0
PA.2	Adequate teacher/student ratio	2	2	2	2
PA.3	Sequential physical education curriculum consistent with standards	1	1	1	2
PA.4	Information and materials for physical education teachers	2	2	2	2
PA.5	Prohibit exemptions or waivers for physical education	3	3	3	3
PA.6	Students active at least 50% of class time	2	2	2	2
PA.7	Individualized physical activity and fitness plans	2	0	0	0
PA.8	Health-related fitness	3	1	2	2
PA.9	Teachers avoid practices that result in student inactivity	1	2	2	2
PA.10	Promote community physical activities	2	1	1	2
PA.11	Certified or licensed physical education teachers	3	3	3	3
PA.12/ A.1	Address special health care needs	3	3	3	3
PA.13/ S.1/A.2	Physical education safety practices	3	2	2	3
PA114/S.2	Playgrounds meet safety standards	2	2	2	2
PA.15	Professional development for teachers	2	2	2	2
PA.16	Participation in intramural programs or physical activity clubs	3	0	1	1
PA.17	Promotion or support of walking and bicycling to school	2	1	1	2
PA.18/S.3	Physical activity facilities meet safety standards	2	2	2	2
	Total Points	38	29	31	35
	Total Possible	54	54	54	54
	Total Score	70%	54%	57%	65%

SHI Score Cards

Module 4: Nutrition Services		C. Central	Kirkwood	Twain	Wood
N.1.	Breakfast and lunch programs	3	3	3	3
N.2	Variety of foods in school meals	2	2	2	2
N.3	Healthy food purchasing and preparation practices	2	2	2	2
N.4	A la carte offerings include healthy food and beverage items	0	0	0	0
N.5	Sites outside cafeteria offer healthy food and beverage items	0	0	0	0
N.6	Promote healthy food and beverage choices	2	1	1	2
N.7	Adequate time to eat school meals	2	2	2	2
N.8	Collaboration between nutrition services staff members and teachers	0	0	0	0
N.9	Degree and certification of nutrition services manager	3	3	3	3
N.10	Professional development for nutrition services manager	3	3	3	3
N.11/S.1	Clean, safe, pleasant cafeteria	2	1	2	3
N.12/S.2	Preparedness for food emergencies	2	2	2	2
	Total Points	21	19	20	22
	Total Possible	36	36	36	36
	Total Score	58%	53%	56%	61%

Distict Wellness Policy

CODE NO. 507.9—WELLNESS

The Iowa City Community School District recognizes that good health fosters student attendance, development, and academic performance. With this recognition and in response to the growing problem of childhood obesity in the U.S., the Board believes it is the district's responsibility, as a part of the larger community, to establish a learning environment which helps students develop the skills, knowledge, and attitudes necessary to adopt and maintain a healthy lifestyle. An ongoing promotion of these healthy habits through the duration of the students' career will optimize the likelihood of instilling these healthy choices into daily routines and ultimately maximize the potential for student achievement and well-being.

The school district provides a comprehensive and integral learning environment for developing and practicing lifelong wellness behaviors. The entire school environment, not just the classroom, shall be aligned with healthy school district goals to influence a student's understanding, beliefs and habits as they relate to healthy nutrition and regular physical activity. The school district will provide opportunities for hands-on learning and physical activities that will carry over to other parts of the students' life.

The school district supports and promotes proper dietary habits contributing to students' health status and academic performance. All foods available on school grounds and at school-sponsored activities during the instructional day should meet or exceed the district and federal nutritional standards. Foods should be served with consideration toward optimal nutritional value, appeal, taste, variety, safety and packaging to ensure high-quality meals and availability of healthy options.

The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price meals. Toward this end, the school district may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income; promote the availability of meals to all students; and/or use nontraditional methods for serving meals, such as "grab-and-go" or classroom breakfast.

The Iowa City Community School District has a Wellness Committee that is comprised of a diverse group of individuals from the district and the community including students, staff, parents, business owners, farmers, physicians, nurses, dieticians, school Board members, University faculty, and representatives from the Department of Public Health and Iowa State Extension. The Wellness Committee was formerly the Nutrition Task Force, which began meeting in 2002. The Wellness Committee is chaired by the District Health Services Director and has developed this Wellness Policy. The purpose of this policy is to provide direction to the school system for promoting student wellness through health education, physical activity, and the selection of nourishing foods and beverages and to fulfill the requirements of Public Law 108-265, Section 204, June 30, 2004, Child Nutrition and WIC Reauthorization Act of 2004. The Committee will oversee implementation and evolution of the Policy, as well as address wellness concerns. The committee will report at least annually to the Iowa City Community School Board regarding the implementation, effectiveness and outcomes of the Wellness Policy.

Date of Adoption: 7/11/06

Revised: 11/10/09

8/23/11

Legal References: Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq (205)

Child Nutrition Act of 1966, 42

U.S.C. 1771 et seq. Appendix A

Distirct Wellness Policy

Appendix A

PHYSICAL EDUCATION/ PHYSICAL ACTIVITY GOALS

Physical Education

The school district will provide physical education that:

- meets a minimum of:
 - 50 minutes per week for kindergartner students;
 - 75 minutes per week for first through fourth grade students;
 - 100 minutes per week for fifth and sixth grade students;
 - every other day for junior high;
- meets the state requirements for high school;
- is taught by a certified physical education teacher;
- includes students with disabilities, students with special health-care needs may be provided in alternative educational settings;
- the teacher engages students in moderate to vigorous activities during at least 50 percent of physical education class time;
- eliminate athletic waivers;
- obtains an annual BMI for all students in third through twelfth grade.

Daily Recess

Elementary schools shall provide recess for students that:

- meets a minimum of:
 - 50 minutes per day for kindergarten through third grade students;
 - 35 minutes per day for fourth grade students;
 - 20 minutes per day for fifth and sixth grade students;
- is preferably outdoors;
- encourages moderate to vigorous physical activity verbally for all students and through the provision of space and equipment;
- discourages extended periods (i.e., periods of one or more hours) of inactivity.

When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools will give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity and Punishment

Staff will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment. Withholding recess will not be considered unless in extreme circumstances where all other methods have been exhausted or for continued unacceptable behavior exhibited during recess.

Distirct Wellness Policy

Appendix B

HEALTH EDUCATION GOALS

Health Education – Elementary

The school district will provide health education for kindergarten through sixth grade students that:

- meets the state requirements;
- is sequential and standards-based;
- provides active learning and skills practice;
- is taught by qualified teachers;
- is emphasized across the physical education, social studies, science and guidance curriculums.

Health Education – Secondary

The school district will provide health education for seventh through twelfth grade that:

- meets the state requirements;
- is mandated for one trimester each in seventh through twelfth grades;
- is taught by qualified teachers;
- utilizes community support and partnerships;
- provides opportunities for students to practice skills;
- includes curriculum that focuses on wellness and healthy life choices.

Health Education Teachers

The school district will encourage health education teachers at both the elementary and secondary level to:

- collaborate with community public health-related agencies to enhance health education lessons;
- collaborate with school nutrition and health services to promote health education lessons in addition to the classroom lessons (i.e. kindergarten visits to lunchroom for understanding of sneeze guard and germs, community gardens at Tate HS);
- develop cross-curricular collaboration with guidance, PE, science and social studies

Professional Development

The school district will provide opportunities for professional development according to the Iowa City Community School District Professional Development Plan.

Health Education Coordinator

The school district will provide a health education coordinator to:

- monitor implementation process of the health education curriculum;
- emphasize the importance of health education across curriculums;
- work with teachers to ensure scheduling instruction in health education;
- work with community agency personnel to provide additional health education;
- work with teachers to ensure scheduling instruction in health education with allocation of time to adequately fulfill the responsibilities of the position.

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Appendix C

SCHOOL NUTRITION SERVICES GOALS

General Guidelines

- Food items served and sold in schools shall to the extent possible be prepared from fresh, locally grown or produced, and organic ingredients. Food service staff will design and actively pursue programs which make this possible, and if necessary recruit the support of local individuals and organizations.
- Food items served and sold in schools shall reflect the cultural diversity of the student body and consideration of special dietary needs, and food preferences and practices.
- Nutritious and appealing foods, such as fruits, vegetables, low fat dairy foods and low fat grain products, shall be available wherever and whenever food is sold or offered at school.
- Schools should encourage the purchase of nutritious items by pricing healthy items at an affordable price.

School Breakfast Program

The school district will provide breakfast to students:

- in buildings where the need is recognized; (In the buildings where breakfast is served, school staff will identify students who might benefit from breakfast.)
- at a time when students are available to eat, coordinated with bus and class schedules.

Breakfast menus will:

- meet or exceed federal guidelines for nutrition;
- include the following:
 - whole grains
 - low-fat or no-fat milk
 - fruit

School Lunch Program

The school district will provide lunch menus that:

- meet or exceed federal guidelines for nutrition;
- consist of foods that are low-fat, low-sodium, low-sugar content;
- consist of foods that are made with fresh ingredients whenever possible;
- consist of foods that are appealing to the eye and palate;
- consist of at least half of the served grains are whole grain;
- consist of at least two vegetables and two fruit options each day, with five different fruits and five different vegetables offered over the course of a week;
- include a vegetarian entrée option a minimum of one time per week.

School district food service staff will:

- make every attempt to assure that enough food is available so all students will get what they ordered;
- provide a nutrient analysis of the monthly menus to be available on the district website;
- develop a plan to promote low-fat and low-sugar foods to students;
- provide a clean, safe and pleasant dining experience for students.

Building principals will:

- schedule lunch periods to provide students with a minimum of 15 minutes to eat after going through the line to get their food;
- schedule lunch periods between 11:00 a.m. and 1:00 p.m., with exception on early-release days;
- consider scheduling lunch after recess to stimulate appetite and encourage students to finish their lunch rather than hurrying to get outside to play;
- in conjunction with building staff, provide students access to hand washing or hand sanitizing before eating meals or snacks;
- in conjunction with building staff, take steps to accommodate any tooth-brushing needs of students.

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Ala carte food items will:

- be available only to secondary students;
- have no more than 35 percent of its calories from fat (excluding nuts, seeds, peanut butter and other nut butters) and 10 percent of its calories from saturated and trans fat combined;
- have no more than 35 percent of its weight from added sugars;
- contain no more than 230 mg of sodium per serving for chips, cereals, crackers, french fries, baked goods and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches and main dishes;
- include a choice of at least two fruits and/or low-fat, non-fried vegetables;
- be placed in the ala carte line with:
 - main entrees and the most nutritious foods in the front of the line and/or are most accessible to students;
 - low-nutrient foods placed at the end of the line and/or are least accessible to students.

Ala carte beverages will be:

- water or seltzer water without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50 percent fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free milk and nutritionally equivalent nondairy beverages (as defined by the USDA).

Vending Machines

The school district's vending machines in the secondary buildings will:

- offer only single food items with no more than 35 percent of its calories from fat (excluding nuts, seeds, peanut butter and other nut butters) and 10 percent of its calories from saturated and trans fat combined;
- offer only single food items that have no more than 35 percent of its weight from added sugars;
- offer only single food items that contain no more than 230 mg of sodium per serving for chips, cereals, crackers, french fries, baked goods and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches and main dishes;
- offer only beverages that are water or seltzer water without added caloric sweeteners; no or low calorie beverages with up to 10 calories/ 8 ounces; fruit and vegetable juices and fruit-based drinks that contain at least 50 percent fruit juice and that do not contain additional caloric sweeteners; light juices and sports drinks with no more than 66 calories/ 8 ounces; unflavored or flavored low-fat or fat-free milk and nutritionally equivalent nondairy beverages (as defined by the USDA);
- offer only beverages up to 12 ounces per serving, with the exception of water;
- have at least 50% of beverages that are water and no- or low-calorie options;
- promote dairy items when possible;
- be turned off while meals are being served and during the school day at the discretion of building administration.

In All Schools:

- staff vending machines will contain equal numbers of food and drink options in compliance with the standards for student vending machines as there are non-compliant options.
- Staff will be role models for students in the choices of vending beverages and foods.

The school district will:

- inform new bottler/ vending contractors of the nutrition requirements for food and drinks and insist only items that meet the standards be included in the contract.

In the elementary schools,

- vending machines will not be available to any elementary students, but may be available in staff lounges only;

Lunches brought from Home

In regards to lunches brought from home, the school district will:

- encourage students and parents to bring healthy foods and beverages;

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- provide a list of healthy, easy-to-pack, and low-cost lunch items to parents in building newsletters;
- discourage students from trading foods with each other.

Snacks

In regards to snacks being served in the classroom, the school district will:

- allow and encourage snacks to be served in the classroom, especially at the primary level;
- provide suggestions of healthy snacks to parents and teachers, with emphasis on fruits and vegetables as the primary snacks, and discourage snacks with high sugar and/ or fat content.

Bake Sales/ Fund Raising

The school district will:

- encourage that healthy foods be sold at bake sales and other fund-raising activities, similar to guidelines of ala carte items;
- not allow bake sales to occur during the school lunch period;
- disseminate a list of healthy bake sale items to parents and teachers.

Celebrations

The school district will:

- limit foods and drinks brought for celebrations initiated by parents during the school day to a list of snacks that meet the nutrition requirements for ala carte food and drink items. This list will be distributed to parents and teachers at the beginning of the school year.
- allow the exception of no more than one food or beverage that does not meet nutrition standards for ala carte and vending guidelines during each classroom celebration (see above).
- remind parents as needed of the list of acceptable food options if non-compliant foods are served at classroom celebrations.
- encourage staff to incorporate physical activities into classroom and building celebrations.

Rewards

The school district will:

- encourage staff to use non-food items as rewards for academic performance or good behavior;
- distribute a list to staff of ideas for non-food items that can be used instead of foods as rewards.
- Only use foods or beverages that meet the guidelines of ala carte and vending machines (see above) if rewards need to be given for academic performance or good behavior.
- not withhold food or beverages as a punishment of students.

Concessions/ Dances/ School Sponsored Activities

The school district will:

- encourage the sale of foods at school-sponsored events outside of the school day to include beverages and foods that meet the guidelines of ala carte and vending machines (see above).

Collaboration Between Food Service and Health Education

The school district food services program will encourage food service staff to collaborate with classroom teachers to reinforce nutrition education lessons taught in the classroom. Examples of the collaborative activities include but are not limited to:

- displaying educational materials in the cafeteria that reinforce classroom lessons;
- teaching or presenting nutrition lessons or nutritional information to students;
- providing cafeteria tours to students;
- other activities as appropriate.

Food Service Staff

The school district will ensure that:

- qualified nutrition professionals administer the school food services;
- the food service manager will participate in at least one professional development or continuing education program per year on meeting the Dietary Guidelines for Americans;

District Wellness Policy

- food service staff receives appropriate training for safety and food emergencies, i.e. choking, natural disasters and medical emergencies.

The Food Services Director will:

- develop and implement a plan to support local sustainable agriculture by integrating local, preferably organic (by USDA definition) foods into the meals served to students based on availability and Acceptability.
- coordinate school breakfast and lunch menus with seasonal production of local farms and with production in school gardens so that school meals will reflect seasonality and local agriculture.

Appendix D

OTHER SCHOOL-BASED ACTIVITY GOALS THAT PROMOTE STUDENT WELLNESS

Physical Activity Opportunities after School

Elementary and secondary schools will offer extracurricular physical activity programs, such as physical activity clubs and/or intramural programs.

Schools will offer a range of after-school moderate to vigorous physical activities that meet the needs, interests and abilities of all students including boys, girls and students with disabilities.

Schools will collaborate with local agencies to promote local, state, national events that encourage physical activity by students, staff, families, etc.

Integrating Physical Activity into Classroom Settings

Opportunities for physical activity beyond the physical education class will be provided to students. These opportunities may include the following:

- reinforce the importance of a physically active lifestyle;
- discourage sedentary activities such as watching television, video games, etc.
- provide opportunities for physical activity to be incorporated in all classes when possible;
- provide short physical activity breaks during or between classes, as appropriate for all ages and developmental levels.

Staff Wellness will:

- include comprehensive health insurance;
- provide opportunities for staff to use district fitness equipment and facilities;
- promote opportunities among staff for wellness through the district;
- provide awareness of wellness opportunities in the community;
- encourage buildings to develop staff wellness committees to promote wellness activities among the staff.

Appendix E

IMPLEMENTATION AND EVALUATION STRATEGIES FOR THE WELLNESS POLICY

Implementation of the Wellness Policy:

The school district will implement this Policy by gathering more information and suggestions from:

- focus groups with parents and secondary students – held in the 2006-07 school year and ongoing as needed;
- Iowa City Community School District Wellness Committee input.

Implementation of the policy will take place during the implementation timeline. The timeline is available upon request to the Health Services Director.

Monitoring the Wellness Policy:

District Wellness Policy

Monitoring the implementation will be coordinated through the Health Services Director, who will designate reports on the progress of the implementation as is deemed necessary.

Evaluation of Physical Education Goals:

Schools will give an annual mid-year student survey for physical education satisfaction.

The district PE Coordinator and others, as designated by the Health Services Director, will report policy implementation and outcomes to the Wellness Committee and Board on a regular basis.

Evaluation of Health Education Goals:

Schools will give an annual mid-year student survey for health education satisfaction in all classes related to health and wellness.

The district Health Education Coordinator and others, as designated by the Health Services Director, will report policy implementation and outcomes to the Wellness Committee and Board on a regular basis.

Evaluation of Nutrition Goals:

The school district will assess the outcomes of policy implementation by the following:

student and parent surveys;

informal lunch room observations of food waste and student choices;

food service sales;

feedback from the Food Services Director to the Wellness Committee and Board members.

The Food Services Director and others, as designated by the Health Services Director, will report policy implementation and outcomes to the Wellness Committee and Board on a regular basis.

Policy Review:

The Health Services Director will re-evaluate the goals of the Wellness Policy at the end of the 2011-2012 school year.

Process Evaluation **Timeline** Year 1

Initial Process Measures

Goal 1: Policy and Environmental Changes													
Objective 1A —Ensure all buildings implement and meet the requirements of the district wellness policy.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
Complete adjusted work plan which details coordination	•							•					Project Director
Complete School Health Index								•					Building Teams
Review of district web site and publications						•						•	Building Teams
Objective 1B —Connect, engage and sustain parent involvement in school health and wellness.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
Attendance logs and minutes for all Wellness meetings	•		•	•				•				•	Project Director
Objective 1C —Professional development (PD) on health and wellness for district administrators and board members.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
Attendance logs for professional development activities			•	•	•				•			•	Prof. Devpmt. Providers
Goal 2: Health Education													
Objective 2A —Review, update, and implement a coordinated K-6 health education curriculum using HECAT.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
HECAT Summary Form				•									Project Director
Accuracy Analysis & Acceptability Analysis					•								HECAT Subcommittee
Feasibility Analysis & Affordability Analysis						•							
Objective 2B —Buildings action teams staff engage family and community members in data-driven efforts to support improvements in student health and wellness.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
School-Home links developed for all grade levels									•	•	•		Bldg Team Facilitators
Attendance logs for all family health nights						•	•	•				•	Bldg Team Facilitators
Objective 2C —Annual professional development (PD) for all K-6 teachers who teach health.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
Attendance logs for professional development activities			•	•	•	•	•	•	•	•	•	•	Prof. Devpmt. Providers
Goal 3: Physical Education													
Objective 3A —Review, update, and implement a coordinated K-6 PE curriculum using PECAT.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
PECAT Summary Form						•							Project Director
Accuracy Analysis & Acceptability Analysis							•						PECAT Subcommittee
Feasibility Analysis & Affordability Analysis								•					
Objective 3B —Buildings action teams staff engage family and community members in data-driven efforts to support improvements in student fitness.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
School-Home links developed for all grade levels									•	•	•		Bldg Team Facilitators
Attendance logs for all family health nights						•	•	•				•	Bldg Team Facilitators
Attendance logs for supplemental fitness activities				•	•	•	•	•	•	•	•	•	YMCA-YWCA
Objective 3C —Annual professional development (PD) for all K-6 teachers who teach PE	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
Attendance logs for professional development activities			•	•	•	•	•	•	•	•	•	•	Prof. Devpmt. Providers

Process Evaluation Timeline Year 1

Goal 4: Nutrition													
Objective 4A —Integrate nutrition into health and other content areas K-6.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
HECAT Summary Form (Nutrition Module)				•									Project Director
Accuracy & Acceptability Analyses (Nutrition Module)					•								HECAT Subcommittee
Feasibility & Affordability Analyses (Nutrition Module)						•							
Objective 4B —Buildings action teams staff engage family and community members in data-driven efforts to support improvements in student nutrition.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
School-Home links developed for all grade levels									•	•	•		Bldg Team Facilitators
Attendance logs for all family health nights						•	•	•				•	Bldg Team Facilitators
Objective 4C —The District Wellness Committee and Building Teams improve the nutritional quality of the foods that are served and sold in each building (including all extra-curricular activities).	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Measures gathered by</i>
Attendance logs for professional development activities			•	•	•	•	•	•	•	•	•	•	Prof. Dev. Providers
Report of findings from review of current food offerings										•			Project Director

Outcome Evaluation Timeline Year 1

Outcome Evaluation Measures

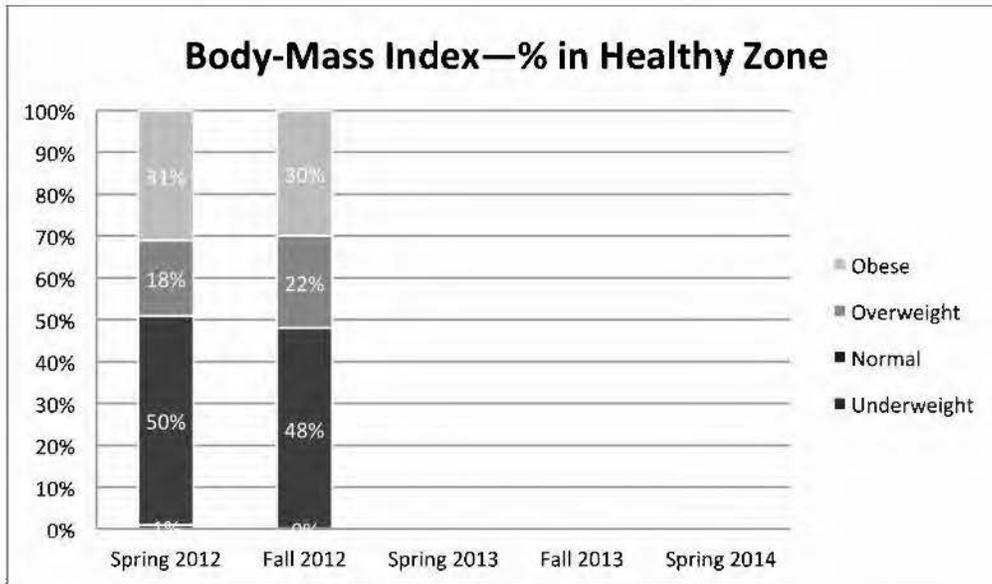
Goal 1: Policy and Environmental Changes													
Objective 1A —Ensure all buildings implement and meet the requirements of the district wellness policy.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Tool</i>
Board approval of all policies									•				Review of Board docs
Increased resource allocations PE/Health									•				Review of Board docs
Increase # of students taking PE each year									•				Student database
Objective 1B —Connect, engage and sustain parent involvement in school health and wellness.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Tool</i>
Board approval of all policies									•				Review of Annual Budget
The % of parents and community members who report they are fully involved in the district Wellness Committee									•				Annual Parent Survey
An increase in the number of school-community partnerships in health and fitness									•				Parent reports
Objective 1C —Professional development (PD) on health and wellness for district administrators and board members.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Tool</i>
The % of administrative staff and board members who report increased understanding of health, fitness, and nutrition concepts							•						Online survey of staff
Goal 2: Health Education													
Objective 2A —Review, update, and implement a coordinated K-6 health education curriculum using HECAT.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Tool</i>
Increase in student scores on health assessments									•				Student database
Objective 2B —Buildings action teams staff engage family and community members in data-driven efforts to support improvements in student health and wellness.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Tool</i>
The % of parents with increased understanding of how to address health education at home							•						Online survey of parents
The % of parents who report increased health related activities at home							•						Online survey of parents
Objective 2C —Annual professional development (PD) for all K-6 teachers who teach health.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	<i>Tool</i>
% of health teachers with increased understanding of health concepts and how to teach them		•						•					Baseline in fall, follow up survey in Spring
Increase in % of health teachers who describe changes they have made to their practice as a result of the PD								•					Online survey of staff each spring

Outcome Evaluation Timeline Year 1

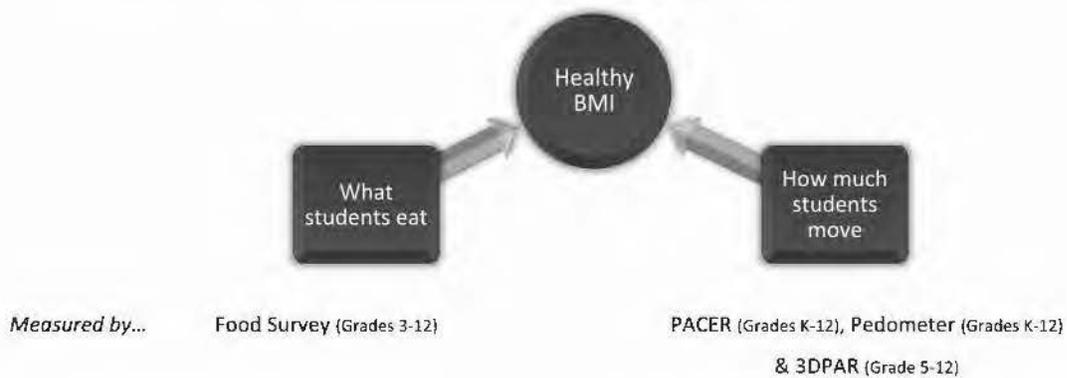
Goal 3: Physical Education													
Objective 3A —Review, update, and implement a coordinated K-6 PE curriculum using PECAT.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Tool
The % of students who engage in 60 minutes of daily physical activity will increase		•			•			•					Pedometers & 3DPAR 3 times in Yr 1
The % of students who achieve healthy fitness zone in 5 of 6 areas will increase		•			•			•					FitnessGram 3 times in Year 1
Objective 3B —Buildings action teams staff engage family and community members in data-driven efforts to support improvements in student fitness.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Tool
The % of parents with increased understanding of how to address fitness at home								•					Online survey of parents
The % of parents who report increased fitness activities at home								•					Online survey of parents
Objective 3C —Annual professional development (PD) for all K-6 teachers who teach PE	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Tool
% of PE teachers with increased understanding of fitness concepts and how to teach them								•					Online survey of staff
Increase in % of PE teachers who describe changes they have made to their practice								•					Online survey of staff
The % of students who increase their understanding of health/nutrition concepts		•						•					Concept Questionnaire
Increase % of students with individualized fitness plans								•					Student records
Goal 4: Nutrition													
Objective 4A —Integrate nutrition into health and other content areas K-6.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Tool
Increase in students who report consuming 5 fruits and vegetable daily		•			•			•					Survey of students using YRBS Questions
Objective 4B —Buildings action teams staff engage family and community members in data-driven efforts to support improvements in student nutrition.	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Tool
Increase in students who report consuming 5 fruits and vegetable daily		•			•			•					Survey of students using YRBS Questions
The % of parents who report understanding of how to address nutrition at home increases								•					Online survey of parents
The % of parents who report improved nutrition at home will increase								•					Online survey of parents
Objective 4C —The District Wellness Committee and Building Teams improve the nutritional quality of the foods that are served and sold in each building (including all extra-curricular activities).	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Tool
The % of students who describe the meal choices and vending as appealing will increase			•					•					Online survey of students-pre-post
The % of non-nutritious food sold for fund raising will decrease		•	•	•	•	•	•	•					Bldg Tm Observation/logs
The % of health teachers and food service staff who report increased understanding of nutrition concepts and how to promote these in students will increase								•					Online survey of staff

Sample of how we will share Student Fitness & Nutrition Data

The purpose of the PEP project is to increase the % of students who are in the Healthy Weight category for BMI. Body Mass Index (BMI) is a number calculated from a student’s weight and height and provides a reliable indicator of body fatness for most people. BMI is used to screen for weight categories that may lead to health problems.



The graphic here illustrates that BMI can be affected by what students eat and how much moderate to vigorous exercise they get. At the bottom of the graphic you will see how we collect data on these areas. Everything happening in the PE project should be designed to ultimately impact the number of students with a healthy BMI.

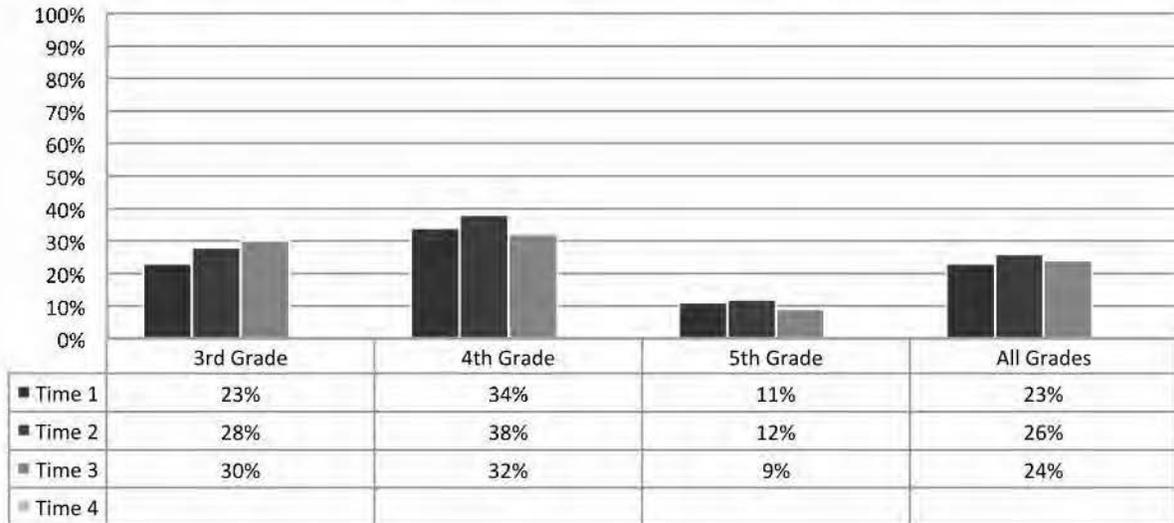


Students are assessed 3 times during the school year year to determine: (1) if they eat enough fruits and vegetables; (2) their level of fitness; and (3) if they get enough moderate to vigorous activity during the testing period.

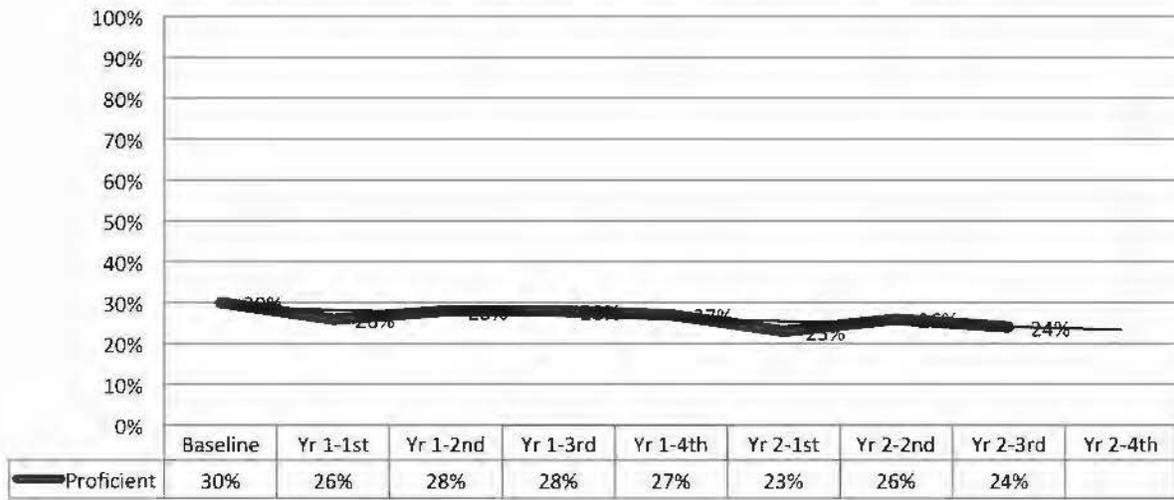
Fruit-Vegetable Survey

Students in grades 3-5 complete a 5-question survey during 4 separate data collection periods. The chart here illustrates the % of students who eat a sufficient number of fruits and vegetables each day.

% of Students Who Eat Enough Fruits & Vegetables—Year 2

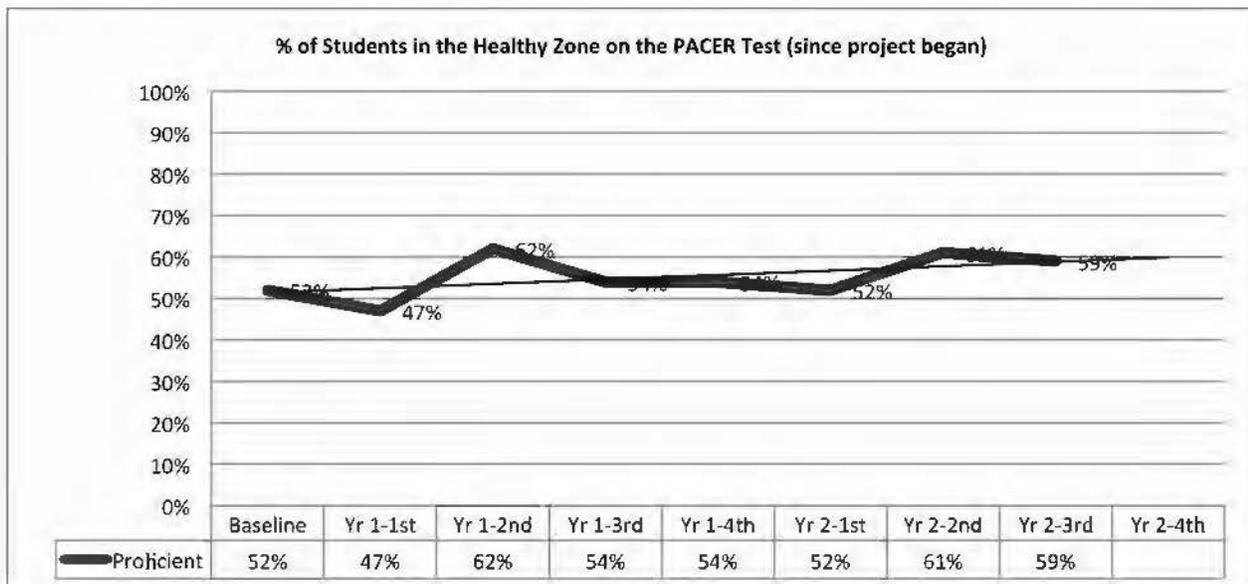
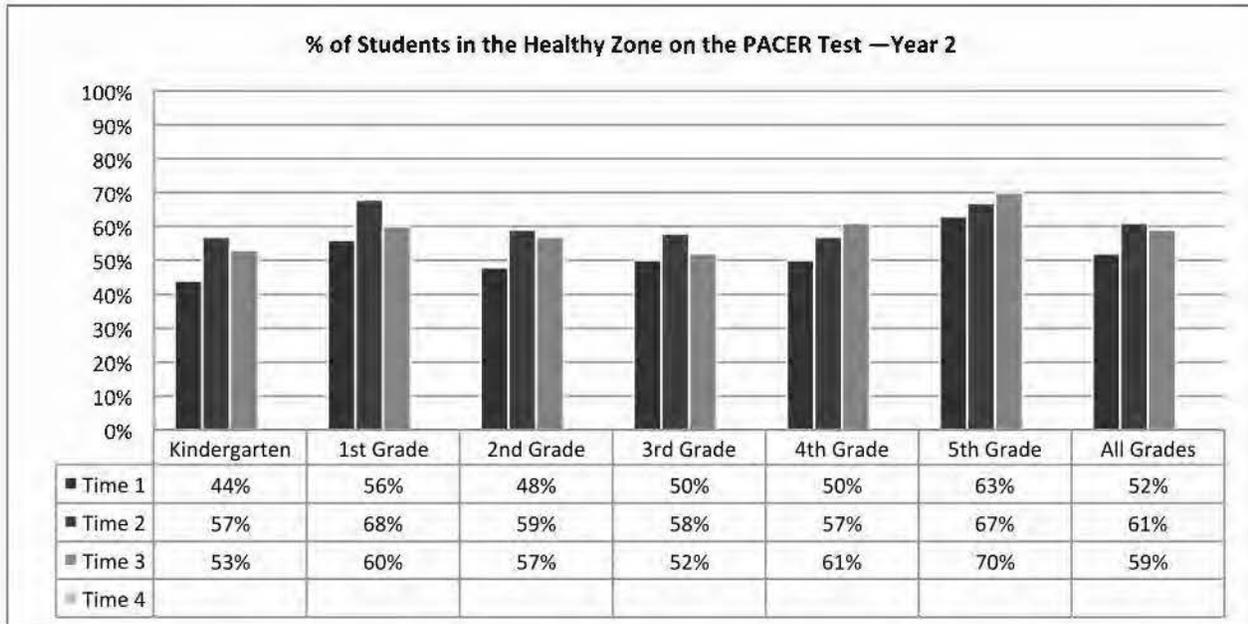


% of Students Who Eat Enough Fruits & Vegetables (since project began)



Cardio Endurance

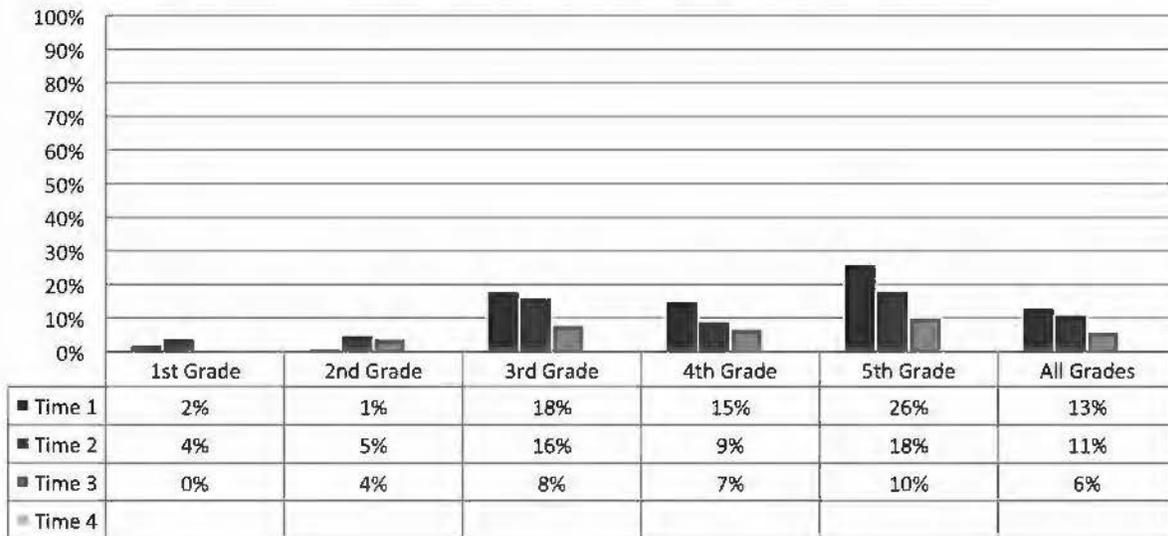
Cardio endurance is measured by the **PACER** (Progressive Aerobic Cardiovascular Endurance Run). Set to music, students complete a paced, 15-meter shuttle run which increases in intensity as time progresses. Students complete as many 15-meter segments within the allotted time frame as possible. The chart here illustrates the % of students in the healthy zone for cardio endurance.



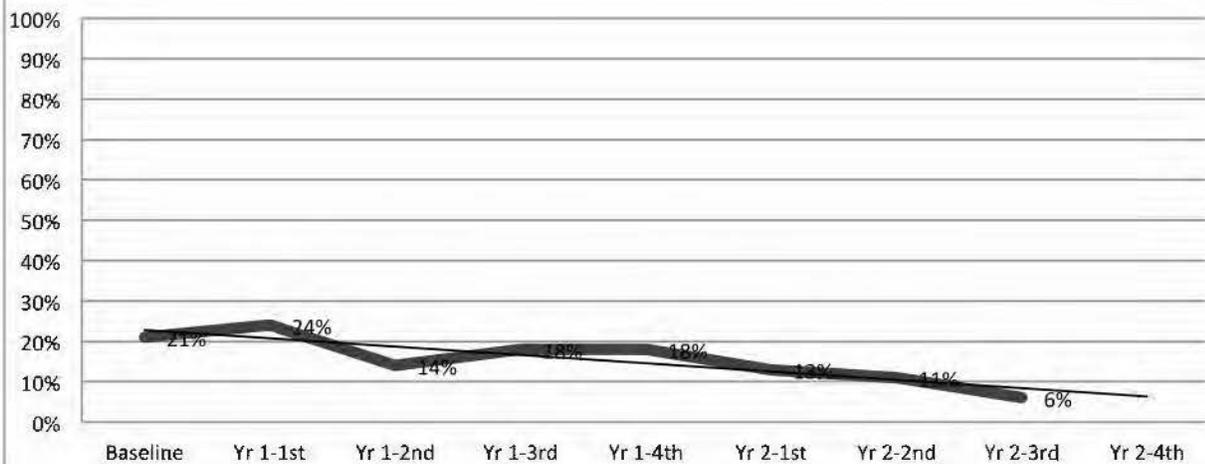
Moderate-to-Vigorous Activity

According to the Centers for Disease Control in Atlanta (GA), students should engage in at least 60 minutes of moderate to vigorous activity each day. During the 4 assessment periods during the year, students in grades 1-5 wear a pedometer. In addition, students in Grade 5 also complete a 3-day physical activity recall log. Data from these 2 tools are used to determine if a student is getting enough moderate to vigorous activity.

% of Students with 60 minutes of Moderate-to-Vigorous Activity — Year 2



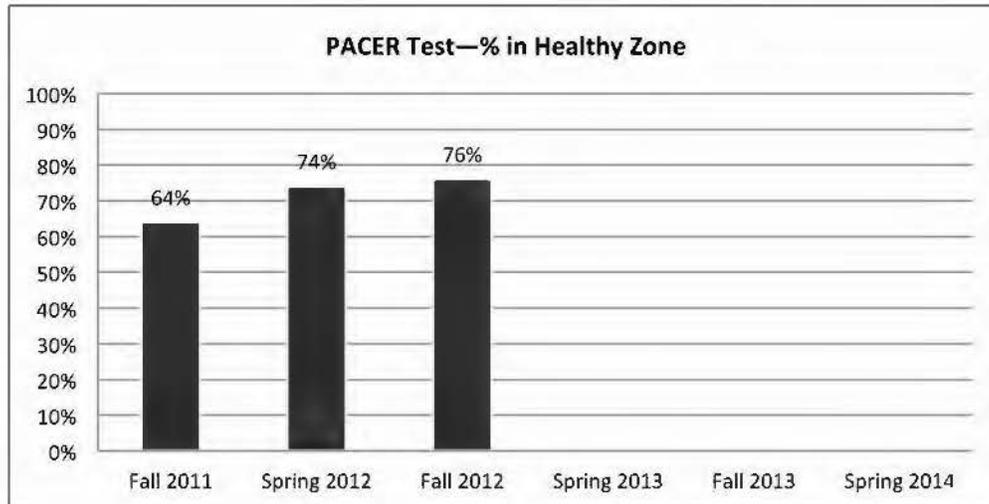
% of Students with 60 minutes of Moderate-to-Vigorous Activity (since project began)



Fitness Testing

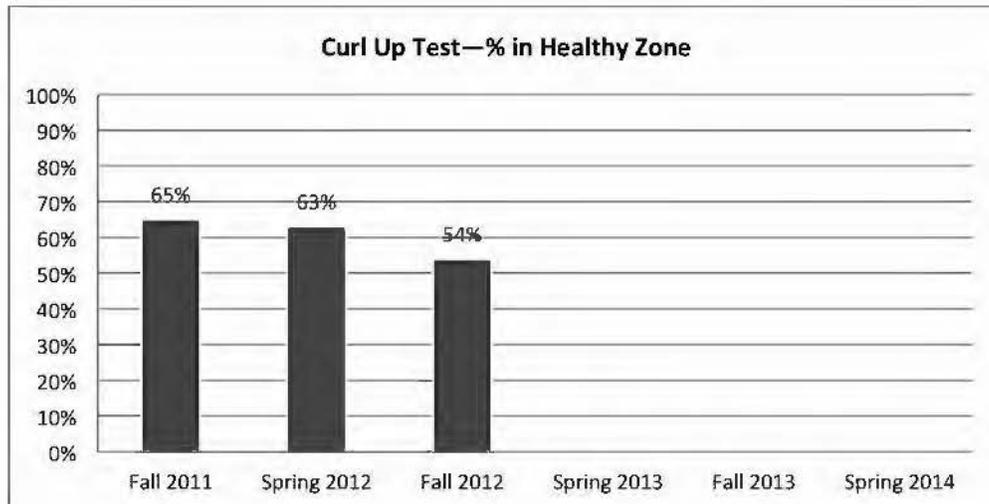
Cardio Endurance

Cardio endurance is measured by the **PACER** (Progressive Aerobic Cardiovascular Endurance Run). Set to music, students complete a paced, 15-meter shuttle run which increases in intensity as time progresses. Students complete as many 15-meter segments within the allotted time frame as possible.



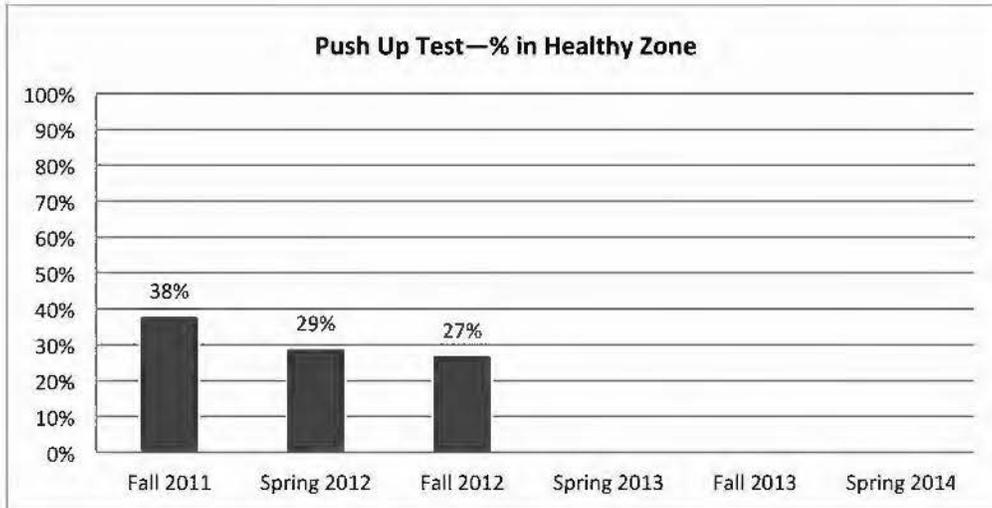
Abdominal Strength

The **Curl-up** test measures abdominal strength and endurance. Students lie down with knees bent and feet unanchored. Set to a specified pace, students complete as many repetitions as possible to a maximum of 75.



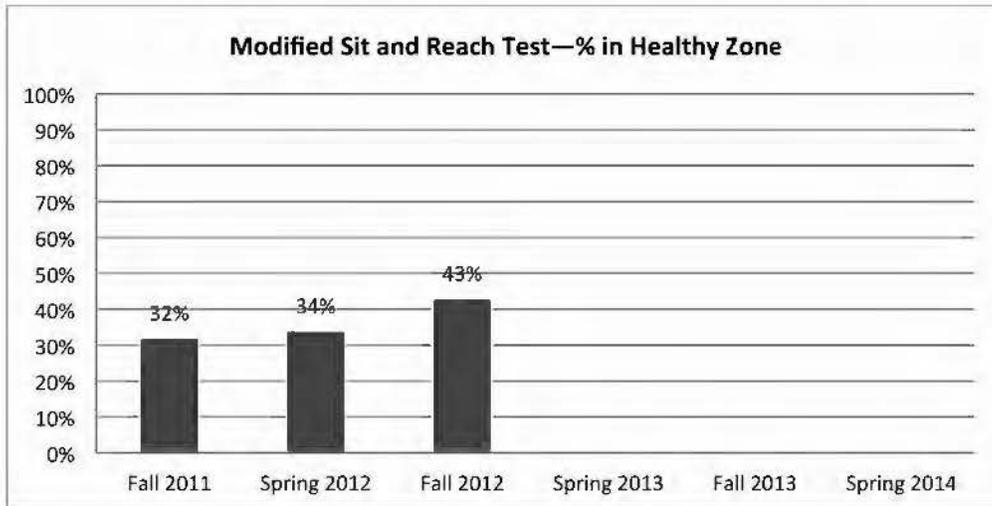
Upper Body Strength

Upper Body Strength is measured by **push-ups**. For the push up assessment, students lower their body to a 90-degree elbow angle and push up. Set to a specified pace, students complete as many repetitions as possible.



Flexibility

Flexibility is measured through the **Back-Saver Sit and Reach** assessment. Testing one leg at a time, students sit with one knee bent and one leg straight against a box and reach forward. There is a measuring tape on the box that indicates how far the student is able to reach.



Sample School		Student Fitness & Nutrition Data			
Year 2 Time 1					
BMI Grade	1-Underweight	2-Normal BMI	3-Overweight	4-Obese	Grand Total
Kindergarten	1	51	22	22	96
1st Grade	0	55	20	34	109
2nd Grade	0	50	19	37	106
3rd Grade	0	43	21	32	96
4th Grade	1	44	21	28	94
5th Grade	0	46	23	27	96
Grand Total	2	289	126	180	597
BMI Grade	1-Underweight	2-Normal BMI	3-Overweight	4-Obese	
Kindergarten	0%	50%	18%	31%	
1st Grade	0%	47%	18%	35%	
2nd Grade	0%	45%	22%	33%	
3rd Grade	1%	47%	22%	30%	
4th Grade	0%	48%	24%	28%	
5th Grade	0%	48%	21%	30%	
Grand Total	0%	50%	18%	31%	
Fruit/Veg Survey	No	Yes	Total	No	Yes
3rd Grade	73	22	95	77%	23%
4th Grade	61	32	93	66%	34%
5th Grade	83	10	93	89%	11%
Grand Total	217	64	281	77%	23%
PACER Grade	No	Yes	Grand Total	No	Yes
Kindergarten	51	40	91	56%	44%
1st Grade	46	59	105	44%	56%
2nd Grade	53	48	101	52%	48%
3rd Grade	47	47	94	50%	50%
4th Grade	46	46	92	50%	50%
5th Grade	35	59	94	37%	63%
Grand Total	278	299	577	48%	52%
Pedometer	No	Yes	Grand Total	No	Yes
1st Grade	63	1	64	98%	2%
2nd Grade	82	1	83	99%	1%
3rd Grade	73	16	89	82%	18%
4th Grade	69	12	81	85%	15%
5th Grade	71	25	96	74%	26%
Grand Total	358	55	413	87%	13%

Food Survey for Grades 3 & 4

PEP Grant

Grades 3 & 4 Survey

Student Name: _____ Date: _____

School: _____ Teacher/Room Number: _____

Fill in the blank with the answer that best describes how much of each food you ate yesterday.

- _____ 1. Yesterday, did you eat fruit? Fruits are all fresh, frozen, canned, or dried fruits. Do not count **fruit juice**.
- A. No, I didn't eat any fruit yesterday.
 - B. Yes, I ate fruit **1 time** yesterday.
 - C. Yes, I ate fruit **2 times** yesterday.
 - D. Yes, I ate fruit **3 times** yesterday.
 - E. Yes, I ate fruit **4 times** yesterday.
 - F. Yes, I ate fruit **5 or more times** yesterday.
- _____ 2. Yesterday, did you eat any starchy vegetables like potatoes, corn, or peas? Do not count **French fries or chips**.
- A. No, I didn't eat any of the foods listed above yesterday.
 - B. Yes, I ate one of these foods **1 time** yesterday.
 - C. Yes, I ate one of these foods **2 times** yesterday.
 - D. Yes, I ate one of these foods **3 or more times** yesterday.
- _____ 3. Yesterday, did you eat any **orange vegetables** like carrots, squash, or sweet potatoes?
- A. No, I didn't eat any orange vegetables yesterday.
 - B. Yes, I ate orange vegetables **1 time** yesterday.
 - C. Yes, I ate orange vegetables **2 times** yesterday.
 - D. Yes, I ate orange vegetables **3 times** yesterday.
 - E. Yes, I ate orange vegetables **4 times** yesterday.
 - F. Yes, I ate orange vegetables **5 or more times** yesterday.
- _____ 4. Yesterday, did you eat a **salad made with lettuce, or any green vegetables** like spinach, green beans, broccoli, or other greens?
- A. No, I didn't eat any salad or green vegetables yesterday.
 - B. Yes, I ate salad or green vegetables **1 time** yesterday.
 - C. Yes, I ate salad or green vegetables **2 times** yesterday.
 - D. Yes, I ate salad or green vegetables **3 times** yesterday.
 - E. Yes, I ate salad or green vegetables **4 times** yesterday.
 - F. Yes, I ate salad or green vegetables **5 or more times** yesterday.
- _____ 5. Yesterday, did you eat **any other vegetables** like peppers, tomatoes, zucchini, asparagus, cabbage, cauliflower, cucumbers, mushrooms, eggplant, celery, or artichokes?
- A. No, I didn't eat any of the foods listed above yesterday.
 - B. Yes, I ate one of these foods **1 time** yesterday.
 - C. Yes, I ate one of these foods **2 times** yesterday.
 - D. Yes, I ate one of these foods **3 times** yesterday.
 - E. Yes, I ate one of these foods **4 times** yesterday.
 - F. Yes, I ate one of these foods **5 or more times** yesterday.

Food Survey for Grades 5-12

PEP Grant

Grade 5-12 Survey

Student Name: _____ Date: _____

School: _____ Teacher/Room Number: _____

Fill in the blank with the answer that best describes how much of each food you ate during the past 7 days.

- _____ 1. During the past 7 days, how many times did you eat **fruit**? (Do **not** count fruit juice.)
- A. I did not eat fruit during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day
- _____ 2. During the past 7 days, how many times did you eat **green salad**?
- A. I did not eat green salad during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day
- _____ 3. During the past 7 days, how many times did you eat **potatoes**? (Do **not** count french fries, fried potatoes, or potato chips.)
- A. I did not eat potatoes during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day
- _____ 4. During the past 7 days, how many times did you eat **carrots**?
- A. I did not eat carrots during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day
- _____ 5. During the past 7 days, how many times did you eat **other vegetables**? (Do **not** count green salad, potatoes, or carrots.)
- A. I did not eat other vegetables during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day

1 Team Formation

Why a building team?

Shared leadership for improving student health and fitness resides in many places in a school community—in the roles of the administrators, teacher instructional teams, parents, parent-teacher organizations, student councils, committees and community groups. Building a strong school community to support increased health and fitness requires focused and consistent attention, and your building team will be the structure for this action. The building team will include the principal, a team

facilitator (staff person assigned that role), the PE and health teachers, another general education teacher, parents, students, and community partners. The building team will meet 1-2 times each month for one hour. During these meetings team members will use prepared agendas to guide team planning. In addition to these “business meetings,” the building teams will occasionally meet for larger blocks of time to carry out their work (e.g. fitness/ health/nutrition nights). Your team is the central steering

group for your building’s school community, making plans that require the input and participation of many other people. For this reason, the building team must maintain regular communication and coordination with other decision-making groups, such as the school board, district leadership team, and parent-teacher organizations. Through a series of “constant conversations,” the issues of student health and nutrition will be kept alive so that positive changes can occur.

Who is on the team?

The building team includes:

- the principal
- a team facilitator (school staff /community member person assigned that role)
- a PE teacher
- a general education teacher with an interest in health education
- at least 1 other general education teacher
- 3-5 parents
- 2-3 community partners

Select a Team Facilitator

The team Facilitator coordinates the work of your building team and leads the implementation of your team’s plans. This person also ensures the team has a place to meet each month, tracks attendance, chairs the team meetings, keeps team notes online, organizes and shares team documents, and prepares all necessary material PRIOR to each team meeting. Typically this position is filled by a school staff member. For the Facilitator to be successful, s/he will need visible support of the building principal and strong facilitation, communication, and organizational skills.

School Name: _____

Name of the team Facilitator _____

Role at the school _____

Select School Staff For Participation

When forming the building team, you will need an equal number of school staff and parents/ community members. As you consider which school staff you want to join your team, start with your PE teacher, your health teacher (this may be the same person as the PE teacher), and your principal. Make sure you include teachers from different grade levels or curricular areas as well as support staff (e.g., secretary, custodian, cafeteria worker). The staff members who participate on the team will need to attend team meetings regularly and be willing to work on behalf of the larger school community. While there are 6 slots listed here for staff participants, a typical team will like only have 3-5 school representatives. Ideally, the staff you choose will be seen as leaders by their peers.

Staff Member #1 _____	Role at the school _____	PE Teacher _____
Staff Member #2 _____	Role at the school _____	Health Teacher _____
Staff Member #3 _____	Role at the school _____	Building Administrator _____
Staff Member #4 _____	Role at the school _____	_____
Staff Member #5 _____	Role at the school _____	_____
Staff Member #6 _____	Role at the school _____	_____

Select Parents, Students, and Community Partners for Participation

Enthusiastically recruit parents and community members! As you invite participation, remember that the parent and community members of your team should not be employees of the school or district in any capacity. When a team member works in the school in any role, they have access to information that other parents and community members may not have. They are put in the difficult situation of trying to wear “two hats” at once. Hopefully the parents on your team will represent all grade levels. As you consider potential community members, think of people whose work is in the area of health, fitness, and nutrition.

Parent #1 _____	Their child is in grade: _____
Parent #2 _____	Their child is in grade: _____
Parent #3 _____	Their child is in grade: _____
Parent #4 _____	Their child is in grade: _____
Community Member #1 _____	Their “fitness” role is: _____
Community Member #2 _____	Their “fitness” role is: _____

Are you ready to begin your team meetings?

Date of first meeting: _____

Time of first meeting: _____

Location of first meeting: _____

This agenda has been reviewed with your external partner and you both agree that your recruitment efforts are complete.

Date completed: _____



Objective

The objective of this agenda is to establish our school Action Team by determining our group's expectations and processes for working together in partnership.

Materials Needed

1. Copies of agenda
2. Copies of this agenda
3. Copies of the PEP Brochure
4. Note Cards (one for each team member)

Agenda

1. Overview of the PEP Project
2. Connections—Getting to Know One Another
3. Roles of Participants on the Action Team
4. Working Together as a Team (Operating Principles)
5. Team Logistics
6. Meeting Logistics
7. Tasks Before Next Meeting—Action Team, Facilitator, Principal
8. Set next meeting date(s)
9. Close the meeting
10. Send out the minutes

Next meeting?

Date of next meeting: _____

Time of next meeting: _____

Location of next meeting: _____

This agenda has been reviewed with your external partner and you both agree that your recruitment efforts are complete.

Date completed: _____



Purpose of the project

How will our students be better off?

By the end of this project, an increasing % of students will be in the healthy zone for...

- ✓ Body-Mass Index (height to weight ratio);
- ✓ Cardio Endurance;
- ✓ Upper Body Strength;
- ✓ Abdominal Strength; and
- ✓ Flexibility.

What will we do to get there?

This is a 3-year project that will be implemented during the 2012-13, 2013-14, and 2014-15 school years. Funding is from the US Department of Education. All project activities will be guided by our team of parents, community members, and educators that meets at least 1x each month. Together as a team we will....

- Review baseline fitness data and student survey data each year;
- Set targets for student improvement related to fitness and nutrition;
- Review and update the district's wellness policy;
- Implement building-specific efforts to follow all wellness policy guidelines;
- Review the health and physical education curricula;
- Plan and implement additional ways to get kids moving during and outside the school day; and
- Find ways to help parents support increased fitness and improved nutrition at home.

Student progress will be documented through fall and spring fitness testing. In addition, students will provide data 1x each quarter by wearing a pedometer, completing a nutrition survey, maintaining a physical activity log, and participating in a timed shuttle run.

Who is on the team?

The building team usually includes:

- ✓ our principal
- ✓ a team facilitator (school staff /community member person assigned that role)
- ✓ a PE teacher
- ✓ a general education teacher with an interest in health education
- ✓ at least 1 other general education teacher
- ✓ 3-5 parents
- ✓ 2-3 community partners

Getting to know each other

Our Action Team will work together on behalf of the school community on projects to enhance the sense of partnership between school and home in order to help all children become healthier. Let's get started by getting to know one another better:

- Pass out note cards to all team members (page 7)
 - ✓ Fill out information requested on the note card
 - ✓ Put a star next to the communication method that you prefer the team facilitator use when sending meeting reminders and other team information
 - ✓ Individual Interviews and Introductions
- Get together with another team member, preferably pair a family representative with a school staff representative
- Introduce yourselves and share the following information:
 - ✓ **Your position at the school or in the community or the age of your children at the school**
 - ✓ **What made serving on this team interesting to you?**
 - ✓ **Something about you – a hobby, something interesting or a fun fact**
- Get back together with the large group and have **each partner introduce the other person** to the team using what they just learned about the other person.

Roles of the team participants

Each member of the team is equally included in discussions, decision-making, representing the team, carrying out the work of the team, and sharing in successes. Below are a few additional details about the roles of the team members.

Principal's Role

- Ensures the alignment of the work of the team and the school's improvement goals related to health and fitness.
- Helps support family and staff team members' success on the team by providing training on topics that may be unfamiliar to families and/or staff - including such things as educational jargon, acronyms, structure of other school teams, and key school and district concerns or issues.
- Communicates information about the team's work with building staff and community stakeholders; and works with the Facilitator to get feedback from these groups back to the team when developing documents or activities for the school community.
- Allocates time and resources to implement the activities of the team in order to enhance family engagement in ways that supports student health and fitness.
- Openly communicates the importance of parents feeling welcome in the school; honored for their contributions; and works to ensure that the whole school community encourages family engagement and educates families about how they can support their children's health and fitness at home.

Facilitator's Role

- Organizes team meetings and events –arranging location and preparing materials.
- Prepares ahead of time for each team meeting by becoming familiar with the agenda and other materials in order to maximize meeting time and focus on facilitating the process.
- Ensures that all team members have copies of the agendas, minutes, resources, and/or other documents necessary for all team members to participate successfully in each meeting.
- Ensures that minutes are taken at each meeting and shared with External Coach.

- Sends reminders to team members about meetings, Networking Sessions or other events.
- Follows up with team members that miss a team meeting to ensure that they are aware of what happened at the meeting and give any necessary input.
- Makes sure that project information is shared with and input is gathered from the school staff and the parent organization.
- Keeps External Coach informed about the team's progress.
- Maintains a collection of all key documents created by the school team, data collected, and event materials (agendas, surveys, sign-in sheets, etc.)

Team Recording Secretary Role

(Review role and choose a Secretary to start taking minutes for this meeting)

- Keeps the minutes at each team meeting.
- Records all motions and important decisions in the minutes.
- Enters the meeting minutes on the computer and distribute to the team prior to the next meeting via email or make copies for team members to distribute at the next meeting.
- Will send copies of the minutes to other parties (school board, superintendent, faculty, parent organization leaders). The team will decide who should receive copies.
- The principal will assist the recording secretary in securing clerical assistance, photocopying, and postage as needed.

Team Process Observer Role (Optional)

- Can be rotated at each meeting – giving each team member a chance to serve in this role.
- Keeps the meetings on track – making sure to start and end on time.
- Helps guide the team through the meeting agenda.
- Ensures that everyone on the team has the opportunity to talk and share.
- Keeps the meeting moving along through the agenda.

All Team Members Roles

- Attend monthly meetings.
- Represent and communicate with the constituency that they represent.
- Support the work of the team.
- Share what they learn by participating on the team with others in the school community.
- Take turns leading the meetings.

Operating principles

Our team’s success working as community builders will depend on our ability to work together as a team and on our ability to run effective meetings in which everyone participates. We will accomplish this by developing some Operating Principles together as a team.

Take a few minutes to brainstorm what these Operating Principles should be and discuss how our meetings will be conducted. A list of a few Operating Principles is provided here to help get the conversation started. There is additional space for your team to add any additional Operating Principles that the team develops and approves. The goal is to develop Operating Principles that will ensure our success as a team and as community builders.

Sample Operating Principles for our Team

- All team members strive to attend each meeting.
- All team members feel welcomed and honored on the team.
- All team members participate in discussions and share ideas.
- All team members encourage one another and listen when others are sharing.

Our Team’s Operating Principles

Team logistics

How will we select future team members? Appointed by principal; appointed by team; or some other way? Decide as a team now.

How will our team make decisions to govern its planning and activities? Will we use a 2/3 vote, simple majority, consensus of team, or some other way? Decide as a team now.

Space for any additional topics your team would like to add.

Meeting logistics

Some teams have found it convenient to choose **regular meeting days and times** each month. Remember to look at your district's calendar to ensure that a regularly scheduled team meeting does not fall on a school vacation or teacher-work day. If there is a conflict then make alternative arrangements for that meeting.

We suggest that teams meet at least **once a month for 1 to 1.5 hours**, but no longer. Your meetings should start and end on time. If agenda work is not completed then make note in the minutes and the team can pick-up at that point at the next scheduled meeting.

Day of Week: _____ Week of Month: __1st__2nd__3rd__4th Time: _____

AT the following location _____

The facilitator will send out a meeting reminder prior to each meeting using the communication method you chose.

Tasks to be completed before the next team meeting

All team members will:

- Make sure they can attend the next meeting.
- Recruit additional team members, as necessary

Facilitator will:

- Put together a team contact information list
- Put together "Working Together" document based on work done at today's meeting
- Make sure parent participants can be at the next meeting

Principal will:

- Make sure s/he can attend the next meeting.

Recording secretary will:

- Give the team minutes to the Facilitator.

Make sure to complete the Plus/Delta chart as a team before leaving

Next meeting?

Date of next meeting: _____

Time of next meeting: _____

Location of next meeting: _____

Note cards

Action Team Information

Name: _____

Email: _____

Cell #: _____

Home #: _____

Work # (if ok to call): _____

Grade level of children: _____

Position at school/in community: _____

Put a star next to the way you prefer to be contacted with team reminders

Action Team Information

Name: _____

Email: _____

Cell #: _____

Home #: _____

Work # (if ok to call): _____

Grade level of children: _____

Position at school/in community: _____

Put a star next to the way you prefer to be contacted with team reminders

Action Team Information

Name: _____

Email: _____

Cell #: _____

Home #: _____

Work # (if ok to call): _____

Grade level of children: _____

Position at school/in community: _____

Put a star next to the way you prefer to be contacted with team reminders

Action Team Information

Name: _____

Email: _____

Cell #: _____

Home #: _____

Work # (if ok to call): _____

Grade level of children: _____

Position at school/in community: _____

Put a star next to the way you prefer to be contacted with team reminders

PEP Grant

Agenda 2—Working as a Team



School: _____

Agenda: _____

The Plus/Delta chart gives our team the opportunity to share what we thought was good about our meeting process this week (plus) and what we want change in order to improve our project activities (delta). **You must identify AT LEAST 1 plus AND 1 Delta!**

Plus Things done well during this meeting	Delta Ideas for improvement for our next meeting
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

Steps we will take to improve the process of our next meeting

1.
2.
3.
4.
5.
6.



Objective

The purpose of this agenda is to determine if our building is in compliance with certain components of the district's wellness policy. Our team will review the policy requirements and create a plan for improving building compliance with the district policy. The work for this agenda will require more than 1 meeting.

Materials Needed

1. Copies of the agenda for all team members

Agenda

1. Team Building Activity
 - a. Team members each share how they promote wellness at home.
2. Review the excerpts from the District Wellness Policy (pages 2-3)
3. Individual review of policy items (pages 4-7)
4. Group review of policy items (pages 4-7)
5. Develop action plan for completing the policy review.
6. Develop action plan for improving the ratings for the policy items (page 8)
7. Set next meeting date(s)
8. Close the meeting
9. Send out the minutes

Next meeting?

Date of next meeting: _____

Time of next meeting: _____

Location of next meeting: _____

This agenda has been reviewed with Kathy Campbell and you both agree that your wellness plan is complete and ready to implement.

Date completed: _____

Team Building Activity

Each person should take a minute to think about what “wellness” means to them and how they promote wellness at home. After a short reflection time, each person should share their definition of wellness and what they do at home to ensure every member of their family achieves their definition.

Wellness Policy Review

Our district initially adopted our Wellness Policy in 2006, and reviewed and revised the policy in 2011. A requirement of the Policy is that “The local wellness policy committee will develop a plan to implement and measure the local wellness policy and monitor the effectiveness of the policy. The committee will designate an individual to monitor implementation and evaluate the implementation of the policy. The committee will report annually to the board regarding the effectiveness of this policy.” The purpose of this agenda is to begin reviewing how well our building is implementing the Wellness Policy. We will begin by reviewing our policy’s philosophy and the requirements that focus on nutrition.

During the meeting...

1. Each person on the team should independently review the items required by school policy using the checklist on pages 4-7.
2. After each person has completed his/her independent review, the team should discuss each item on the checklist to determine how well the building is following current district policy. The groups should decide which of the 3 levels is the appropriate rating—“not yet addressed,” “partially addressed,” or “fully addressed.” After a determination of “not yet addressed,” “partially addressed,” or “fully addressed” has been made, describe the evidence your school has to justify this rating. In some cases, the team may not have enough information to make a good judgment about an item. In that case, the team should mark “need more information.”
3. Use the checklist to identify which items require more information and assign one or more team members to gather that information prior to the next meeting.
4. Once your team has been able to rate all of the items, highlight all of the items your team has rated as “not yet addressed” or “partially addressed.” As a group, select 2 or 3 of these items for your team to focus on. Brainstorm what your school can do to improve the rating and create an action plan. Make sure to set timelines for implementation of the action steps and to assign team members to be responsible for each action step.
5. Implement the action plan.

Nutrition Education and Promotion

The school district will provide **nutrition education** and engage in **nutrition promotion** that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only PK through 12th grade health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences and elective subjects;
- includes enjoyable, developmentally appropriate, culturally relevant participatory activities such as contests, promotions, taste-testing, farm visits and school gardens;
- promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, healthy food preparation methods and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and physical activity;
- links with meal programs, other foods and nutrition-related community services; and,
- includes training for teachers and other staff.

Physical Activity

Daily Physical Activity—The school district will provide physical education that:

- is for all students in grades PK through 12 that meets or exceeds time requirements as set forth by state and federal policy;
- is taught by a certified physical education teacher;
- includes students with disabilities and special health-care needs;
- engages students in moderate to vigorous activity during at least 50 percent of physical education class time; and,
- includes activities that teach and encourage life-long physically active lifestyles.

Daily Recess (Elementary)—school should provide recess for students that:

- is at least 20 minutes per school day; -is preferably outdoors;
- verbally encourages moderate to vigorous physical activity and provides adequate equipment;
- discourages extended periods of inactivity (i.e. periods of two or more hours);
- provides opportunities for students with disabilities and special health care needs; and,
- encourages students to be moderately active during times when they need to avoid outdoor recess and remain indoors for long periods of time (i.e. inclement weather).

Physical Activity and Punishment—Employees may not use physical activity (e.g. running laps, pushups, etc.) or withhold opportunities for physical activity (e.g. recess, physical education) as punishment.

Note: Iowa law requires elementary students (K-5) to have 30 minutes of physical activity, not physical education, per day. This requirement can be met through a combination of PE, recess, classroom and other activities. Middle and high school students must have at least 120 minutes of physical activity per week. Again this is not just physical education but can be met with a combination of PE, school and non-school sponsored athletics and other activities where the body is exerted. Should a student wish to meet the requirement outside of school, the student and school district must have an agreement detailing the outside activity.

Other School-Based Activities that Promote Student Wellness

Integrating Physical Activity into Classroom Settings—For students to receive the nationally recommended amount of daily physical activity and for students to fully embrace regular physical activity as a life-long personal behavior, students need opportunities for physical activity beyond the physical education class. Toward that end, the school district will:

- offer classroom health education that complements physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities;
- discourage sedentary activities, such as watching television, playing computer games, etc.;
- provide opportunities for physical activity to be incorporated into other subject lessons; and,
- encourage classroom teachers to provide short physical activity breaks between lessons or classes, as appropriate.

Communication with Parents—The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children. The school district will:

- offer nutrition information via school newsletters, post nutrition tips on the school website, and provide nutrient analysis of school menus;
- encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the established nutrition standards for individual foods and beverages;
- provide parents and teachers a list of healthy snack ideas for celebrations/parties, rewards, and fundraising activities;
- provide information about community physical activity opportunities for students; and,
- support parents' efforts to provide their children with opportunities to be physically active outside of school.

Food Marketing in Schools—School-based marketing will be consistent with nutrition education and health promotion. The school district will:

- prohibit school-based marketing of brands promoting predominantly low-nutrition foods and beverages that do not meet the nutrition standards for school meals; and,
- promote healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products.

Staff Wellness—The school district values the health and well being of every staff member and will encourage, plan, and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle

Wellness Policy Checklist—Nutrition Education & Nutrition Promotion

The school district will provide nutrition education and engage in nutrition promotion that:	Status	Evidence
<ul style="list-style-type: none"> is offered at each grade level as part of a sequential, comprehensive, standards 	<input type="checkbox"/> <i>Need more information</i> <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> is part of not only PK through 12th grade health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences and elective subjects 	<input type="checkbox"/> <i>Need more information</i> <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> includes enjoyable, developmentally appropriate, culturally relevant participatory activities such as contests, promotions, taste-testing, farm visits and school gardens 	<input type="checkbox"/> <i>Need more information</i> <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, healthy food preparation methods and health-enhancing nutrition practices 	<input type="checkbox"/> <i>Need more information</i> <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> emphasizes caloric balance between food intake and physical activity 	<input type="checkbox"/> <i>Need more information</i> <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> links with meal programs, other foods and nutrition-related community services 	<input type="checkbox"/> <i>Need more information</i> <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> includes training for teachers and other staff 	<input type="checkbox"/> <i>Need more information</i> <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	

Wellness Policy Checklist—Physical Activity

Daily Physical Activity—the school will provide physical education that...	Status	Evidence
<ul style="list-style-type: none"> is for all students in grades PK through 12 that meets or exceeds time requirements as set forth by state and federal policy 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> is taught by a certified physical education teacher; 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> includes students with disabilities and special health-care needs 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> engages students in moderate to vigorous activity during at least 50 percent of physical education class time 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> includes activities that teach and encourage life-long physically active lifestyles 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	

Daily Recess (Elementary)—the school should provide recess for students that ...	Status	Evidence
<ul style="list-style-type: none"> is at least 20 minutes per school day; -is preferably outdoors 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> verbally encourages moderate to vigorous physical activity and provides adequate equipment 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> discourages extended periods of inactivity (i.e. periods of two or more hours) 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> provides opportunities for students with disabilities and special health care needs 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> encourages students to be moderately active during times when they need to avoid outdoor recess and remain indoors for long periods of time (i.e. inclement weather) 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	

Wellness Policy Checklist—Other School-Based Activities that Promote Student Wellness

Integrating Physical Activity into Classroom Settings—the school will...	Status	Evidence
<ul style="list-style-type: none"> offer classroom health education that complements physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> discourage sedentary activities, such as watching television, playing computer games, etc. 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> provide opportunities for physical activity to be incorporated into other subject lessons 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> encourage classroom teachers to provide short physical activity breaks between lessons or classes, as appropriate 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	

Communication with Parents—the school will...	Status	Evidence
<ul style="list-style-type: none"> offer nutrition information via school newsletters, post nutrition tips on the school website, and provide nutrient analysis of school menus 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the established nutrition standards for individual foods and beverages 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> provide parents and teachers a list of healthy snack ideas for celebrations/parties, rewards, and fundraising activities 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> provide information about community physical activity opportunities for students 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> support parents' efforts to provide their children with opportunities to be physically active outside of school 	<input type="checkbox"/> Need more information <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	

PEP Grant

Agenda 3—Wellness Policy

Wellness Policy Checklist—Other School-Based Activities that Promote Student Wellness

Food Marketing in Schools—The school will...	Status	Evidence
<ul style="list-style-type: none"> prohibit school-based marketing of brands promoting predominantly low-nutrition foods and beverages that do not meet the nutrition standards for school meals 	<input type="checkbox"/> <i>Need more information</i> <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
<ul style="list-style-type: none"> promote healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products 	<input type="checkbox"/> <i>Need more information</i> <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	
Staff Wellness—The school will...	Status	Evidence
<ul style="list-style-type: none"> encourage, plan, and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle 	<input type="checkbox"/> <i>Need more information</i> <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented <input type="checkbox"/> Fully implemented	

Activities Designed to Promote Student Wellness Action Plan

What are the 2 or 3 items you team rated as “not yet addressed” or “partially addressed” that you have chosen to work on?

Item 1:	
Item 2:	
Item 3:	

List the action steps, timeline and people responsible for each item you selected

Item 1:		
Current rating: <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented		
What steps will you take to improve the rating? 1. 2. 3. 4. 5.	Who will do this?	When will it happen?

Item 2:		
Current rating: <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented		
What steps will you take to improve the rating? 1. 2. 3. 4. 5.	Who will do this?	When will it happen?

Item 3:		
Current rating: <input type="checkbox"/> Not yet addressed <input type="checkbox"/> Partially implemented		
What steps will you take to improve the rating? 1. 2. 3. 4. 5.	Who will do this?	When will it happen?

9

Family Project

Objective

The purpose of this agenda is to design and implement a project to engage families in the school's efforts to increase the number of students with healthy BMIs .

Materials Needed

1. Copies of agenda for each team member

Agenda

1. **Introduction** of any new team members.
2. Review your team's use of the **wiki**.
3. Review the **purpose of this agenda**.
4. Watch the **YouTube video**.
5. Discuss video.
6. Plan your **project**.
7. Set date for **next meeting**
8. Complete Plus/Delta Chart
9. Adjourn

Next meeting?

Date of next meeting: _____

Time of next meeting: _____

Location of next meeting: _____

Introduction of all new team members

Do you have any new team members to introduce?

Discussion

Is your team membership complete? Are all groups represented at this meeting?

Your Project Wiki

Discussion

Has everyone on the team visited the wiki? If not, what is the plan to visit the wiki? Is all wiki information up-to-date?

Purpose of this Agenda

A calendar year consists of 8,760 hours (365 days x 24 hours). The school year lasts about 180 days or a total of 1,260 hours since a typical school day is about 7 hours. This means students are only in school 14% of a calendar year, and that is only if they attend regularly. The majority of a child’s time is spent outside of school with their most influential teacher—their family. The research on family engagement is clear, experiences outside of school can have an enormous impact on achievement, readiness, and success in school.

The Centers for Disease Control (CDC) recommends that children and adolescents should do 60 minutes (1 hour) or more of physical activity each day. This should include muscle-strengthening activities (such as gymnastics or push-ups) and bone strengthening activities (such as jumping rope or running) at least 3 days per week as part of a child’s 60 or more minutes. Unfortunately schools don’t have enough time to make sure all students engage in at least 60 minutes of physical activity each day. The purpose of this agenda is to create a home-school physical activity support structure that allows parents to significantly influence how much physical activity students get every day. This partnership will also help parents provide healthier meals and snacks for their children.

Intensive Project Introduction

Up to this point your school has been doing general activities to influence the school culture so that it promotes increased physical activity and better nutrition for all students. These types of general activities will continue throughout this year. In addition to these more general activities, your team will design and implement a small, focused project to significantly impact your student data measures. Your project will target a small section of your school in order to engage parents in an intensive effort that is “in-depth” and lasts “over time.” Noticeable movement in student data will only come through regular, daily effort to address the issue.

This effort to engage families is based upon the Academic Parent Teacher Team (APTT) model. The APTT model engages parents in intensive home-based activities to improve reading and math proficiency. Through the APTT project, teachers share student reading and math data with parents, help parents set 60 day improvement goals, demonstrate what they want parents to do each day during the 60-day period, and help parents practice the work. When implemented over a full school year, APTT include three separate 75-minute parent sessions that are 12-weeks apart. To gain a better understanding of how APTT works, watch the following video clip from YouTube (<http://www.youtube.com/watch?v=1YNsWrFiYfY>). The video lasts about 10 minutes.

Discussion

The video was of a snapshot of a 2nd APTT group meeting with parents (75-minute session). The video showed a focus on literacy and math. As a group, discuss how doing a similar project using nutrition and fitness data could impact student success at your building. How could this approach help? What are potential roadblocks?

Planning your project

For your intensive project your team will plan two 75-minute parents sessions with a 12-week window in between the large group meetings. During the first 75-minute session, you will share data group and individual data with parents on nutrition and moderate-to-vigorous activity. After parents review the class data, they will have the chance to look at their own child's data and then set 12-week goals. Next you will share the daily work you have planned for the parents (e.g., keeping a fruit/vegetable log, keeping an activity log). Parents will have an opportunity to practice the work before the close of the session. During the 12 weeks between the first and second large group meeting, your team will need to check in with each parent to continue to motivate their participation.

Decisions to be made...

What group will you target?	Is this an entire grade level? 1 or 2 classes? Make sure to keep the group small so that the project is manageable.
Date of the 1st session	This should be immediately after a GPRA data collection period. During the GPRA data collection you will need to track the individual responses for your target group on the food survey and the moderate-to-vigorous activity. Make sure to schedule the meeting on a day and time that is convenient for most parents. Check the school calendar for potential conflicts.
Who will run the sessions?	Who will present at the first session? Who from you team will participate? How can you best use the skills of your agency partners in this effort? Who will design the training slides and provide the instruction to parents?
Data Folders	Who will create the data folders? This will include organizing the specific data for each child as well as the group data. What will you need to do differently during the next GPRA data collection to make sure you have the data organized for the parent session?
Data Sharing	What information about nutrition and physical activity will you share? How will you let parents know how important these issues are?
What do you want parents to do each day during the 12-week period?	What would work to fix the issues related to fruit-vegetable consumption? How can you help families get students to eat more fruit and vegetables? What instruction will be necessary around this? What would work to get kids moving at home? What do you want all families to do every day about this? What instruction will be necessary around this? Remember to keep the homework "doable" for all families. Will you have parents/students log their efforts? Will they bring these logs to class?
Date of the 2nd session	This session should come right after a GPRA data collection period so that you can share the most recent GPRA data with families.
Parent participation	How will you motivate all of the parents in your target group to attend? Make sure to invite participation in 3 ways—(1) a general invitation from the school; (2) 1 or more specific invitations from the teacher (e.g., phone calls); and (3) specific invitations from the students to their parents. What incentives can you provide to help improve parent turnout at the first session? Will you need childcare or food? Will your presentation need to be in English and Spanish?
Checking In with Parents	Who will check in with parents in between the 2 sessions to continue to motivate participation? How often will you do this? Will you have students bring logs/evidence back to class each week? How will you monitor participation through the students?

Planning for this meeting will take multiple meetings. Check in with Mary Olson after each meeting to ensure you are on the right track and that you have everything you need to organize your data and provide incentives for participation.

Set date for next meeting

Set the date and time for the next meeting. Make sure to put this information on the Wiki Calendar so your team members can check it out if they forget. Remember to complete the Plus/Delta Chart too!

Adjourn

Adjourn the meeting. Whoever types up the minutes for the meeting should post them as a word document to your page of the wiki.

Sample **WIKI Page**—developed for another district. A similar wiki will be developed for this project

We use wikis to coordinate the work of multiple sites and more effectively manage the project.

CCA

wiki calendar Search

Tags +

Edited Jan 21, 2013 5:47 PM by Ron Mirr...

CCA

Welcome to the PEP grant Wiki! Below you will find the resources that each Action Team will need to support their work. By selecting the appropriate link, each Action Team will find a place to maintain important information/documents for their team, as well as online training tools that will support each team's work.

Please remember that if you have questions, concerns or suggestions please contact [Kathy Campbell](#) or [Ron Mirr](#).

This pdf provides an overview of the grant.

CCA Grant Information.pdf

If you want to know how a wiki works, watch this [video](#). To get back to this wiki after viewing the video, just click "back" in your web browser.

- [Front Page](#)
- [Amana Elementary](#)
- [Clear Creek Elementary](#)
- [North Bend Elementary](#)
- [CCA Middle School](#)
- [CCA High School](#)
- [Documents](#)

There is a shared calendar you can access by choosing the calendar link at the top of the page.

In the **Recent Changes** box at the right, you can see the different pages of our wiki and can move to those pages by selecting whichever one you want.

The **Agendas & Materials** page has the pdfs of our agendas so you can have access to them at any time. If you choose the "eye" you can preview the agenda. If you choose the arrow you can download the pdf.

If you want to leave me a comment on any of the other pages, just choose "Add Comment" at the bottom of any page.

What's Hot
No items tagged with hot.

Recent Changes

- CCA High School
April 5, 2013 11:14 AM
- CCA Documents
April 5, 2013 9:20 AM
- Clear Creek Elementary
April 2, 2013 11:33 AM
- North Bend Elementary
March 14, 2013 8:04 AM
- Amana Elementary
March 10, 2013 3:35 PM

Upcoming Events
No upcoming events.

Admin functions

- Settings
Settings for this site
- Edit Tags
Manage tags for this site
- Deleted wiki pages
All pages not permanently deleted

My Page Log Out (ronmirr) Help

Annotations:

- There is a shared calendar (points to 'calendar' link)
- Documents can be easily posted and downloaded (points to PDF download button)
- Each school has its own link (points to list of school links)

Sample **WIKI Page**—developed for another district. A similar wiki will be developed for this project

We use wikis to coordinate the work of multiple sites and more effectively manage the project.

CCA

wiki calendar Search

Tags

Edited Apr 5, 2013 11:14 AM by CCA...

CCA High School

Welcome to your Action Team's Wiki. Below you will find the resources that you will need for your Action Team, a place to maintain important information/documents for your team, and online training tools that will support your team's work.

Please remember that if you have questions, concerns or suggestions please contact [Kathy Campbell](#) or [Ron Mirr](#).

- [Front Page](#)
- [Amana Elementary](#)
- [Clear Creek Elementary](#)
- [North Bend Elementary](#)
- [CCA Middle School](#)
- [CCA High School](#)
- [Documents](#)

Current Data Document

CCA PEP Grant Data 2-13--HS.pdf

Meeting Attendance & Progress Table

Below is a place for you to maintain a record of attendance at your team meetings and the progress your team is making in the agendas. For your team to be successful it is important that all members make every effort to attend as many meetings as possible. Each member's ideas and input are essential to the success of the teams's work, so if someone misses several meetings in a row please reach out to reconnect that team member. The best way to do that is to make a personal call to that team member. Letting them know that they have been missed and update them on the team progress. If you find out that team member is no longer able to participate then you and your team can work together to find someone else to take their place. Sometimes just knowing that they were missed will get members re-engaged.

Meeting:	1	2	3	4	5	6	7	8	9	10	11	12
Date of Meeting:	2/6/13											
	5 pm											
	CCAHS											
Agenda(s) Worked On:												
Steve Ottoson, Facilitator	x											
Mark Moody, Principal	x											
Mike Stopko, Parent												
Brent Neubauer, Parent	x											
Jim White, CCAHS PE Teacher												
Sarah Coleman, CCAHS Health Teacher	x											
Gretchen Muhlenbruch, CCAHS Teacher	x											
Deb Kinney, Community Partner	x											
Rick Hergert, Community Partner/Board Member	x											
Ally Hanten, UAY												
Kathy Campbell, PEP Grant Project Director	x											

Meeting Minutes, Agenda Worksheets & ALL Other Documents:

For easy access please upload documents in reverse order - by adding the most recent agenda documents to the top.

Items to be attached include:

Minutes from your meetings Please include the "date of the meeting" and "agenda" in the filename.
11/11/11Agenda1Minutes.doc

HSBuildingTeam-March2013.docx

On this building page for the high school, attendance at team meetings can be tracked.

All agenda minutes are posted here for all team members to access

Sample **WIKI Page**—developed for another district. A similar wiki will be developed for this project

We use wikis to coordinate the work of multiple sites and more effectively manage the project.

The screenshot shows a web interface for a CCA Wiki. At the top, there is a blue header with the CCA logo, navigation links for 'wiki' and 'calendar', and a search bar. Below the header, the page title is 'CCA Documents'. A list of links includes 'Front Page', 'Amana Elementary', 'Clear Creek Elementary', 'North Bend Elementary', 'CCA Middle School', 'CCA High School', and 'Documents'. A callout box points to the 'Documents' link with the text 'This is the documents page'. Below the list, a paragraph states 'This page has all of our documents for year 1.' There are three sections: 'Agendas' with four PDF files, 'Project Goals, Objectives, & Timeline' with two files (one PDF, one docx), and 'Data Collection Documents' with six files (three PDF, three docx). A callout box points to the 'CCA PEP Agenda 1-Team Formation.pdf' file with the text 'All documents shared by the buildings can be stored here for easy access, ensuring all teams can find the most recent version of all tools.'

Project Director Abbreviated Vita

Diane Delozier Lahr

Contact Information

(b)(6)

Education/Training

University of Iowa, BA in Physical Education, 1985

Additional Coursework (20+ hours):

University of Emporia, Emporia Kansas
Drake University, Des Moines, Iowa
Marycrest College, Davenport, Iowa
Morningside College, Sioux City, Iowa
University of Northern Iowa, Cedar Falls, Iowa

Professional Experience:

Physical Education Instructor 1988-2011
City High School, Iowa City Community School District

Physical Education Department Chair 1990-2007
City High School, Iowa City Community School District

No Child Left Standing in Line Project Coordinator, 10/2005-2008
Coordinate Grade 7-12 component of USDE/OSDFS Carol M. White grant project

Curriculum Development
School Building Vertical Team 2002-2007
Representative

Physical Education Curriculum 1997-1998
ICCSD Review Committee

Affiliations & Presentations

Vice President of Sport on Legislative Council of the Iowa Assoc. for Health, PE, Recreation and Dance (IAHPERD),
2001, 2002, 2012

Presenter at IAHPERD annual statewide conference, 2001 & 2002

Coaching Experience

Varsity Volleyball Coach 1998-2002
Iowa City, City High School

Varsity Soccer Coach 1992-1994
City High School

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](#)

Budget Narrative

Personnel—This includes all expenses for staff employed by the district. Salaries and stipends were set using the district’s negotiated agreements. These funds provide a project director, stipends for the team facilitators, and extra-duty compensation for teaching staff. Stipends for teachers include time during the school year and summer.

	Year 1	Year 2	Year 3
Personnel	Grant	Match	Grant
Director of Health Services—0.05 FTE	\$0	(b)(4)	\$0
Project Director—\$50,000/year, 0.5 FTE	\$35,000		\$44,558
Project Director Cell Phone Stipend—\$30 per month	\$360		\$360
Building Team Facilitator Stipends—4 @ \$2,000 each	\$8,000		\$8,487
PE Teacher Stipends—4 staff, 80 hours each, \$25/hr	\$8,000		\$8,487
Gen Ed Teachers Stipends—20 staff, 30 hours each, \$25/hr	\$15,000		\$15,914
8 Afterschool Associates—14.5 hrs/wk @ \$10.50, 28 wks	\$34,104		\$36,181
Substitutes—20 days total to cover travel/training	\$3,300		\$3,501
Nursing Time—20 days @ \$165 per day	\$3,300		\$3,501
Total Personnel	\$107,064		\$120,989

Benefits—Benefits include health insurance, life insurance, dental care, retirement (IPERS), and disability insurance.

	Year 1	Year 2	Year 3
Benefits	Grant	Grant	Grant
FICA & IPERS (16.58%) for all salaries	\$17,751	\$18,340	\$20,060
Medical for Project Director (\$6,720)	\$3,360	\$3,360	\$3,360
Dental for Project Director (\$28.58/mo)	\$171	\$171	\$171
Life Insurance for Project Director (0.18%)	\$0	\$0	\$0
Worker's Compensation for Project Director (0.51%)	\$0	\$0	\$0
Total Benefits	\$21,283	\$21,871	\$23,591

Travel—We have budgeted for 2 people to attend the required state and national conferences to support all 4 PE teachers to attend the state and national AAPHERD conferences.

	Year 1	Year 2	Year 3
Travel	Grant	Grant	Grant
Project Director's Meeting, (1 person, 2 days)	\$1,500	\$0	\$0
Iowa AAPHERD Conference (4 people, 2 days)	\$2,000	\$2,000	\$2,000
National AAPHERD/ Other National Conference (4 staff/year)	\$4,800	\$4,800	\$4,800
Total Travel	\$8,300	\$6,800	\$6,800

Equipment—The items here are only those with a unit value of more than \$500. We will purchase a web server to accommodate the web-based fitness assessment database systems in the gym at each school as well as climbing walls in 2 schools.

	Year 1	Year 2	Year 3
Equipment	Grant	Grant	Grant
Web Server	\$7,000	\$0	\$0
LCD Projection Systems (4 @ \$9500)	\$0	\$19,000	\$19,000

Installed Climbing Walls (2 @ \$10,250)	\$0	\$0	\$10,250	\$0	\$10,250	\$0
Total Equipment	\$7,000	\$0	\$29,250	\$0	\$29,250	\$0

Supplies—During year 1 we will purchase pedometers for all students along with digital scales and stadiometers to help collect GPRA and BMI data. Each PE teacher will receive an iPad to facilitate data entry during class. We will buy the necessary site licenses and technical support for FitnessGram assessment software along with paper for printing the student reports. Some supplies are for all 4 schools with others are specified for the schools.

Supplies	Year 1		Year 2		Year 3	
	Grant	Match	Grant	Match	Grant	Match
For All 4 Schools		(b)(4)		(b)(4)		(b)(4)
Fitnessgram District Site Licenses (4 @ \$600)	\$2,400		\$0		\$0	
Fitnessgram/Activitygram Test Kit (5 @ \$79)	\$395		\$0		\$0	
Fitnessgram Tier 2 Tech Support (5 @ \$100)	\$500		\$500		\$500	
Pedometers (2000 @ \$16)	\$32,000		\$2,200		\$2,200	
Digital scale and stadiometer (4 @ \$1200)	\$4,800		\$0		\$0	
General Project Supplies (\$200 per month)	\$2,400		\$2,400		\$2,400	
iPads for PE Teachers (4—1 for each PE instructor)	\$2,000		\$0		\$0	
Computer for Project Director	\$1,500		\$0		\$0	
Sprint System class set (4—1 for each school)	\$6,000		\$0		\$0	
Fitness/Health/PE Curriculum Materials	\$0		\$24,000		\$24,000	
Student incentives (pencils, certificates, water bottles, etc.)	\$2,000		\$2,000		\$2,000	
For Wood Elementary						
Class Set-T-bow (Wood Elementary)	\$3,000		\$0		\$0	
For Twain Elementary						
Speaker system	\$1,000		\$0		\$0	
Bosu balance trainers (set of 6)	\$900		\$0		\$0	
Step aerobic Steppers (pack of 10)	\$700		\$0		\$0	
Yoga mats (set of 6)	\$550		\$0		\$0	
Aerobic barbells ultra fit fitness bar	\$375		\$0		\$0	
iPod	\$250		\$0		\$0	
Medicine balls	\$225		\$0		\$0	
Dumbbells	\$175		\$0		\$0	
For Kirkwood Elementary						
T-bow (10)	\$1,290		\$0		\$0	
Fit Sticks—Classroom set	\$1,000		\$0		\$0	
2 Wiis with 16 controllers	\$978		\$0		\$0	
Plyo Boxes (6)	\$840		\$0		\$0	
Yoga Mats (30)	\$480		\$0		\$0	
Exercise Tubing and Fitness Bands	\$350		\$0		\$0	
Medicine Balls (10)	\$200		\$0		\$0	
For Coralville Central Elementary						
Fit Bars and Fit Bar storage stand	\$1,500		\$0		\$0	

Individual Mats (30) and mat stand	\$1,200	(b)(4)	\$0	(b)(4)	\$0	(b)(4)
Speaker system	\$1,000		\$0		\$0	
2 Wiis with 16 controllers	\$978		\$0		\$0	
Interval Timer (1)	\$400		\$0		\$0	
Exercise Tubing and Fitness Bands	\$350		\$0		\$0	
Pulse Bar and stand (2)	\$300		\$0		\$0	
Replacement 32 MIO heartrate watch batteries	\$250		\$0		\$0	
Pulsebar stands (2)	\$150		\$0		\$0	
Med balls (8)	\$125		\$0		\$0	
Hang-Emz Blank Dry Erase Cone Markers	\$100		\$0		\$0	
Pull-up Revolution (1)	\$50		\$0		\$0	
Fitness Dice (2 sets)	\$50		\$0		\$0	
Total Supplies	\$72,761		\$31,100		\$31,100	

Contractual—The majority of contractual funds will go to our 2 CBO partners. CAFÉ will provide extensive professional development for board members, administrators, teachers, parents, and community members on all aspects of the project. In addition, CAFÉ will provide support to the building-based teams as they follow the prescribed agendas during their monthly meetings. This team process will help each building use health and fitness data to design and implement activities that will increase student levels of health and fitness. CAFÉ will also develop and maintain the project wiki. Our other CBO partner is Iowa State Extension. Extension will receive funding to provide nutrition programming for all K-6 students.

	Year 1		Year 2		Year 3	
Contractual	Grant	(b)(4)	Grant	Match	Grant	Match
Center for Active Family Engagement (CAFÉ)	\$48,000		\$49,440	(b)(4)	\$50,923	(b)(4)
Consultants for Professional Development	\$10,000		\$10,000		\$10,000	
Iowa State Extension—Nutrition and Youth Development	\$15,000		\$25,000		\$25,000	
Building Action Teams	\$0		\$0		\$0	
Total Contractual	\$73,000		\$84,440		\$85,923	

Other—No funds have been budgeted in this category. The district will contribute all phone, Internet, space, and utilities costs for this project.

	Year 1		Year 2		Year 3	
Other	Grant	Match	Grant	Match	Grant	Match
Phone, Internet, Space, Utilities	\$0	(b)(4)	\$0	(b)(4)	\$0	(b)(4)
Total Other	\$0		\$0		\$0	

Total Cost—Our total grant request is \$871,138. We have met the matching requirement of 10% in year 1 and 25% in years 2 and 3.

	Year 1		Year 2		Year 3	
Total Direct Cost	\$289,408	\$43,344	\$284,077	(b)(4)	\$297,653	(b)(4)
	Grant	(b)(4)	Grant	Match	Grant	(b)(4)
				(b)(4)		

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

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

Name of Institution/Organization

Iowa City Community School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	107,064.00	110,616.00	120,989.00			338,669.00
2. Fringe Benefits	21,283.00	21,871.00	23,591.00			66,745.00
3. Travel	8,300.00	6,800.00	6,800.00			21,900.00
4. Equipment	7,000.00	29,250.00	29,250.00			65,500.00
5. Supplies	72,761.00	31,100.00	31,100.00			134,961.00
6. Contractual	73,000.00	84,440.00	85,923.00			243,363.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	289,408.00	284,077.00	297,653.00			871,138.00
10. Indirect Costs*	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	289,408.00	284,077.00	297,653.00			871,138.00

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Diane		DeLozier Lahr	

Address:

Street1:	1725 N. Dubuque Street
Street2:	
City:	Iowa City
County:	Johnson
State:	IA: Iowa
Zip Code:	52245
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
319-688-1000	

Email Address:

deLozierlahr@aol.com

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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