

**Money, Money, Money,
Money.....No Money**

PEP Grant

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Carol M White PEP Grant

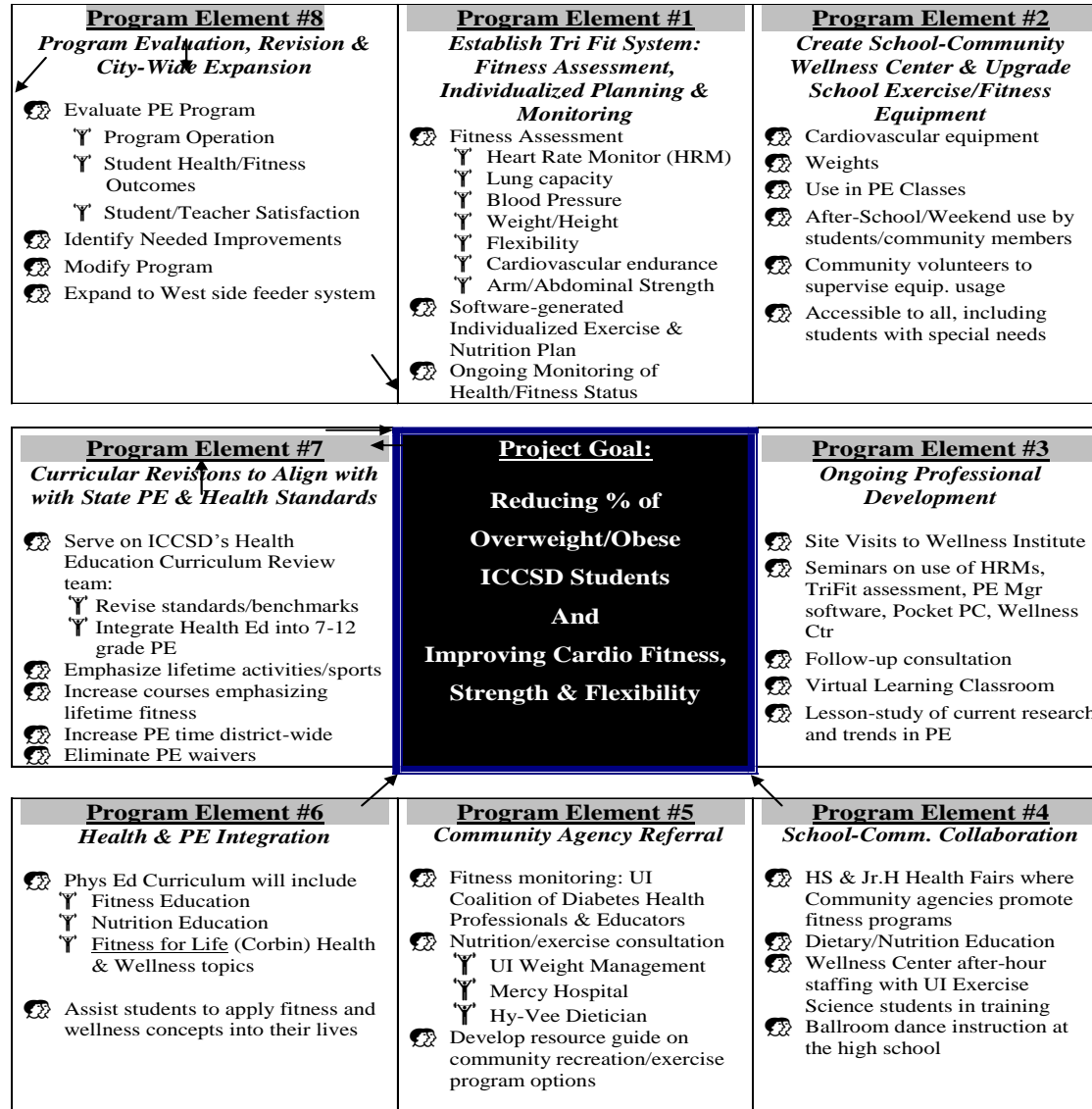
The Carol M. White Physical Education Program provides grants to LEAs and community-based organizations (CBOs) to initiate, expand, or enhance physical education programs, including after-school programs, for students in kindergarten through 12th grade. Grant recipients must implement programs that help students make progress toward meeting state standards. Funds may be used to provide equipment and support to enable students to participate actively in physical education activities. Funds also may support staff and teacher training and education.

For the Iowa City Community School District Physical Education Program, the goals were:

- Develop a Wellness Center accessible to students, staff and community at City High and West High and the three Junior High schools.
- Purchase and use technology from Polar and Dell for fitness assessments, classroom management and school to home communication (TriFIT systems, PE Manager software, TriFIT software, Pharos handheld computers, heart rate monitors – E40 for elementary and E600 for Junior High and High Schools).
- Develop partnerships with our community resources to improve the health/fitness of our children district wide. For example, Mercy Hospital, University of Iowa Recreation Services and PEP grant Advisory Committee.
- Develop and make improvements in our ICCSD Phys Ed curriculum (Rewrite elementary syllabus, implement nutrition for K-12, and exit exams for 4th, 8th and 12th graders).
- The addition of additional lifetime activities, continuity at the upper levels 7-12 regarding curriculum, and professional development we felt were important components.
- Traversing walls for the west side elementary schools.

Appendix B

Figure 1: No Child Left Standing in Line II Project Elements



Community Resources

- Hy-Vee Dietician and Iowa State Extension Office
 - Wellness Fair Agencies
- Mecca, UAY, Dental College, Planned Parenthood, Mercy, JC Ambulance, DeGowin Blood Center, Progressive Rehab....
- Shapedown with U of I Hospitals
 - Health Curriculum Review
 - Wellness Policy Committee

It's not about Sports

It's not about Athletics

It is about activity for ALL,

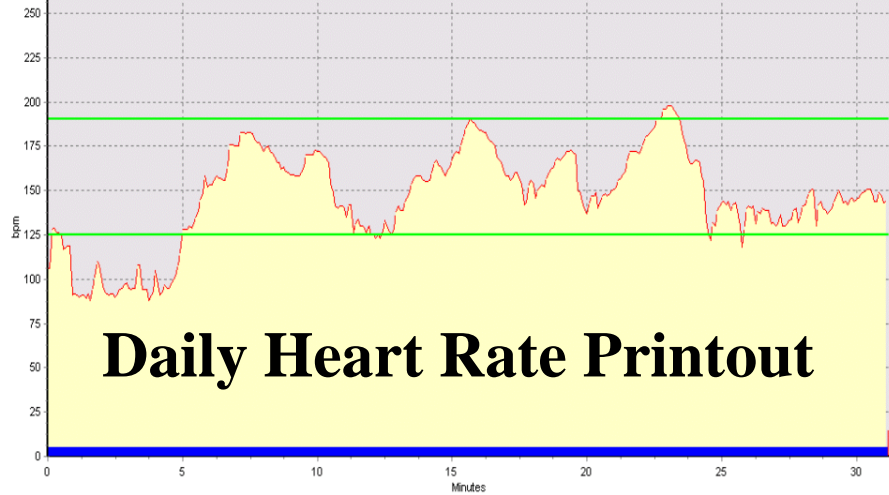
ALL THE TIME

The NEW PE

- Emphasis is on teaching fitness and healthy active lifestyles and wellness.
- Teach skills but don't test them
- Change the rules or adapt games to encourage full participation (4 is the magic number, 5 is too much...)
- Authentic assessment based on effort (heart rate monitors)
- Utilize latest most current technology

- Less structure in classes
- Be a Facilitator not only an Educator
- Advocacy is a way of life and we all have to live it.
- Creative financing
- There is no ONE WAY of doing things

Motivate—Motivate--Motivate



Daily Heart Rate Printout

Heart Rate During S.O.S. Challenge For 1 Student

Student: **Stefl, Amanda** Sample Rate: 5 sec Target Zone: -
 Date: **4/10/2003 8:34:55 AM** Avg. HR: **146 bpm** Above Zone: **0:40** **2.2%**
 Activity: **SOS Challenge Course** Max. HR: **198 bpm** In Zone: **25:40** **82.1%**
 Total Time: **31:15** Recovery: **37** Below Zone: **4:55** **15.7%**
 Comment: **Amanda did an outstanding job and successfully completed all tasks each of the three timed trials!** # Beats: **4550**
 First Lap Warm-Up Last Lap Cool-Down

PE Report Card

Student: Ryan Davidson Date Range: Wed 1/15/2003 - Fri 2/28/2003
 Teacher: Schupbach, Rick
 Course: Mr. Lyons 5th Grade

Date of Birth: 1/1/1992 Gender: M Medical:
 Address:
 Email:
 Home Phone: Et:
 Work Phone: Et:
 Other Phone: Et:

Grade Weights

Grades	Weight	Points	Percent	Grade
Aerobics	8%	330/330	100%	A+
Attendance	8%	165/165	100%	A
Attitude	8%	165/165	100%	A+
Behavior	8%	330/330	100%	A
Gravonics	8%	330/330	100%	A
Knowledge/Activities	8%	330/330	100%	A
Participation	8%	330/330	100%	A
Skills Awareness	8%	330/330	100%	A
Basketball	8%	10/15	66%	C
HR Basketball (Bonkerball - 2 Sessions)	8%	67.6		A

Date	DL	Total Time	Avg Zone	Time Below Zone	Time In Zone	Time Above Zone	Session Percent/Grade
02/24/2003	DL	30:50	158 145 - 190	9:54 (32.1%)	18:30 (60.1%)	2:24 (7.8%)	67.9% A
02/26/2003	DL	34:45	149 145 - 190	11:24 (32.8%)	22:36 (64.9%)	0:48 (2.3%)	67.2% A

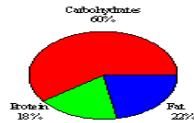
Grade: **99%** **A**

Energizing and Educating For Healthy Lifestyles Page: 3

Visual Evidence & Results

Meal Planner

Target Intake: 2639 KCal
 Carbohydrates: 60%
 Protein: 18%
 Fat: 22%



The exchange list is an easy and flexible way to follow a balanced diet that is customized to your individual needs. There are 6 exchange groups and a free food group. The exchange groups include: Starch/Grains, Fruit, Milk, Vegetable, Meat and Fat. The foods are grouped together because each serving has about the same amount of carbohydrate, protein, fat and calories. Free foods have less than 20 calories or less than 5 grams of carbohydrates per serving. Foods on the list below can be "exchanged" or traded for any other food on the same list. The total number of calories per meal are listed on the right side of each meal header. Helpful healthy tips for the preferences you chose are listed in the Preference Tips section for each meal and snack. Your recommended daily total servings and the number of servings per meal are listed below. To insure proper caloric and nutrient intake, make sure you achieve the recommended daily totals. For a more detailed list of foods in each food group, ask your wellness consultant for the "Exchange List" pamphlet.

- Remember:
- Make changes slowly, add a healthy habit each week
 - Use more healthful cooking methods such as baking instead of frying
 - Take your time when you eat to prevent over-stuffing
 - Drink 8-10 glasses of water every day
 - Plan ahead for each meal

DAILY SERVING TOTALS

Daily Servings	Breakfast	Lunch	Dinner	Snack 1	Snack 2	Total	Calories
Starch/Grain	3	3	4	0	1	11	880
Fruit	2	2	3	2	1	10	600
Milk	2	1	2	0	0	5	375
Vegetable	0	4	5	1	1	11	275
Protein/Meat	1	1	3	0	0	5	275
Fat	2	3	4	0	0	9	405

TriFIT Reports EDUCATION



Graphical Summary Report (individual report)

Fitness Testing Report

GRAPHICAL SUMMARY

Name: **Vinnie Barbarino** Teacher: **Ketter** Report Date: **05/07/02**
 ID: 000000023 Period: 1
 Test Dates: 10/07/00; 10/17/01

BIOMETRICS - Weight

10/07/00: 123 lbs	< 50	50-99	100-149	150-199	200-249	250-299	> 299
10/07/01: 135 lbs	< 50	50-99	100-149	150-199	200-249	250-299	> 299

CARDIOVASCULAR - FitnessGram 1 mile run

10/07/00: 7:23	Needs Improvement	Healthy Fitness Zone	Exceeds
10/07/01: 7:32	Greater Than 10:00	7:30-10:00	Less Than 7:30

BICEP STRENGTH

10/07/00: 56	Poor	Fair	Average	Good	Excellent
10/07/01: 56	0-37	38-49	50-57	57-65	> 65

STRENGTH - President's Challenge Pull-Ups

10/07/00: 5	Participant	National	President
10/07/01: 5	Less Than 3	3-6	Greater Than 6

Why is PE important in school?

- California Department of Education
- Analyzed 2001 results of physical fitness testing and compared them with the Stanford Achievement test for nearly 1,000,000 students in 5th, 7th, and 9th grades.
- **Higher levels of fitness were associated with higher levels of achievement, especially in math.**
- NASPE (2001)- 2 Studies
- Linked physical activity programs to stronger academic achievement, increased concentration and **improved math, reading and writing test scores.**
- Showed that students participating in daily physical education exhibit better **attendance**, a more **positive attitude** towards school, and **superior academic performance.**

All Students Need to be Engaged and Moving

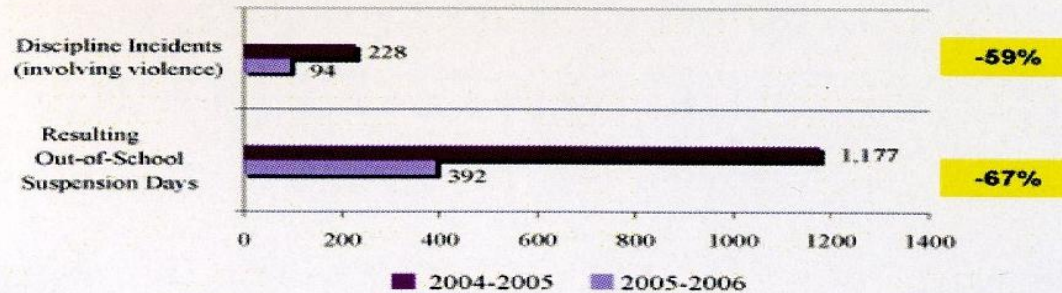
NASPE Standards for **Moderate to Vigorous** Activity

- Elementary—**150 minutes** per week (5 days @ 30 min per day 25 minutes, 4 days/wk (max of 60 minutes if moving 15 minutes in every class))
- Secondary—**225 minutes** per week (5 days @ 45 min per day) 45 minutes, 2-3 days/wk (max 90 minutes if moving 30 minutes in every class)

DECREASED DISCIPLINARY INCIDENTS

Kansas City PE4life Academy at Woodland Elementary displayed a significant reduction in disciplinary incidents. Within one school year of PE4life program implementation, Woodland Elementary demonstrated a 59% reduction in discipline incidents, resulting in a 67% decrease in out-of-school suspension days. In the two years since implementing the program, the school has displayed an average of only 111 discipline incidents a year, compared with 228 incidents occurring the year before PE4life. Additionally, the number of out-of-school suspensions averaged 468 per year, compared to 1,117 the year before PE4life was implemented.

Percent Reduction in Disciplinary Issues



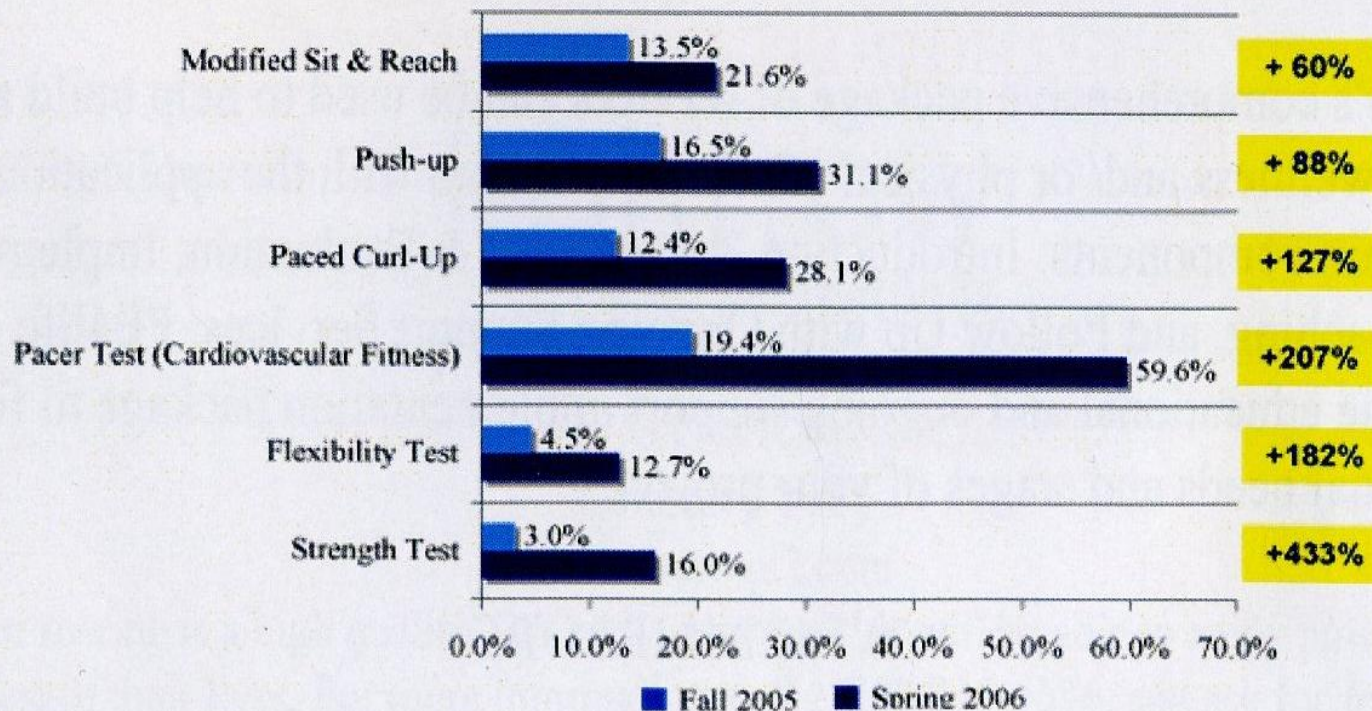
“Attending PE4life training certainly raised the bar for us. I’ve never seen children so excited about coming to PE class. What is going on with physical education in PE4life Academies should be happening in every school in America.”

- Pollia Griffin, Assistant Superintendent, Madison Co. School District, Flora, MS

IMPROVED FITNESS SCORES

Woodland Elementary School, a K-5 school in the urban core of Kansas City, Missouri, implemented a PE4life Program in the 2005-2006 school year. Within one school year, the number of students in a healthy fitness zone increased dramatically.

Percent of Students in Healthy Fitness Zone

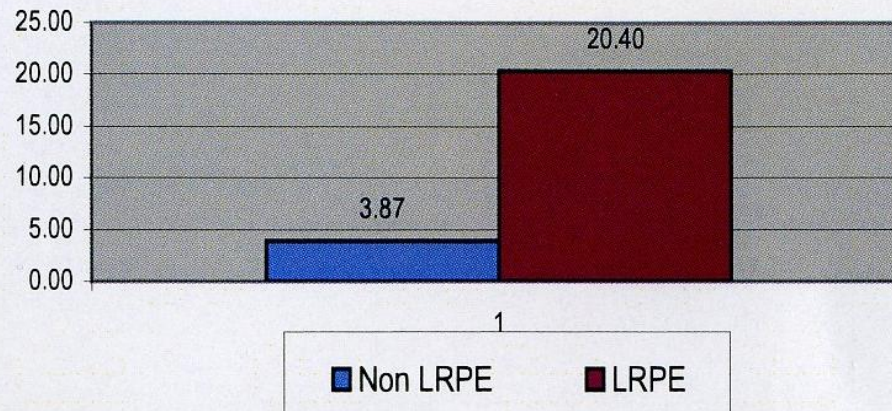


IMPROVED ACADEMICS

High school students at the Naperville, Illinois PE4life Academy demonstrated significantly improved academic scores when pairing exercise and learning. Students that took a fitness-based physical education course (called Learning Readiness PE, “LRPE”) before the regular school day began, in addition to a literacy course, improved their reading and comprehension scores by 1.4 years on a grade-level equivalency scale. That represented a 50% greater improvement in reading and comprehension scores than seen by the students in the study who took the literacy class alone.

Additionally, students enrolled in the LRPE course prior to math improved their algebra readiness scores 20%, compared to a 2% improvement of those who did not.

% Improvement in Algebra Readiness Scores



“It is not the perception of a staff regarding the ability of their students that is paramount in creating a culture of high expectations. The staff members’ perception of their own personal and collective ability to help all students learn is far more critical. This belief in one’s ability to impact the outcome on the basis of his or her personal efforts, or self efficacy, is the cornerstone of a culture of high expectations.”

Quote is from Whatever It Takes by Richard DuFour, Rebecca DuFour, Robert Eaker and Gayle Karhanek.

Resources

Spark, The Revolutionary New Science of Exercise and the Brain, John J. Ratey, MD

The Dominance Factor, How Knowing your Dominant Eye, Ear, Brain, Hand & Foot Can Improve Your Learning, by Carla Hannaford, Ph.D.

Smart Moves, Why Learning is Not All in Your Head, by Carla Hannaford, Ph.D.

Leading Change, by John P. Kotter

Brain Rules 12 Principles for Surviving and Thriving at Work, Home, and School, by John Medina

Brain Gym, by Paul E. Dennison, Ph.D. and Gail E. Dennison

Appropriate Practices for Elementary School Physical Education (Middle and High School available, also), naspe@aahperd.org

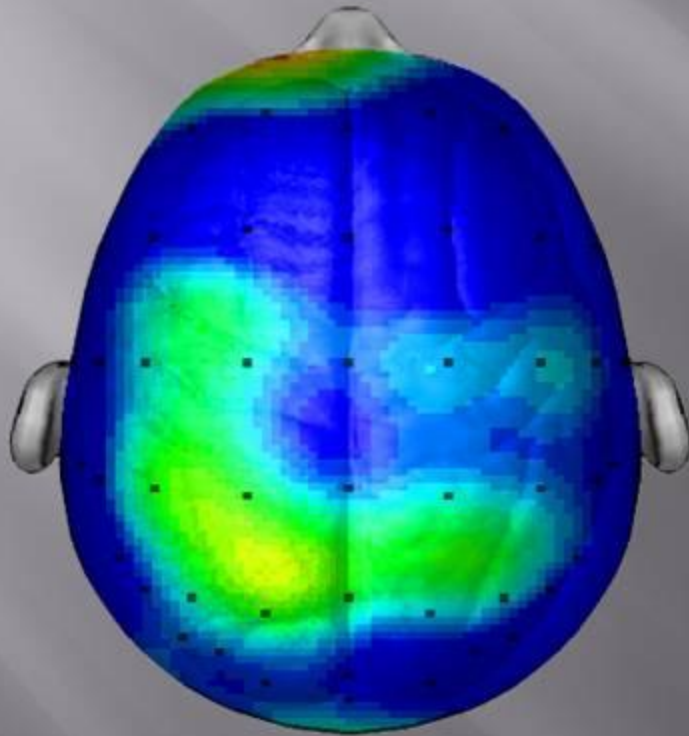
Thinking on Your Feet, by Jean Blaydes Madigan, www.actionbasedlearning.com

The evidence shows that physical fitness is a stronger indicator than sports participation for self-esteem and relating to others. The kids feel better about themselves. The key concept is physical activity, not your skill level.

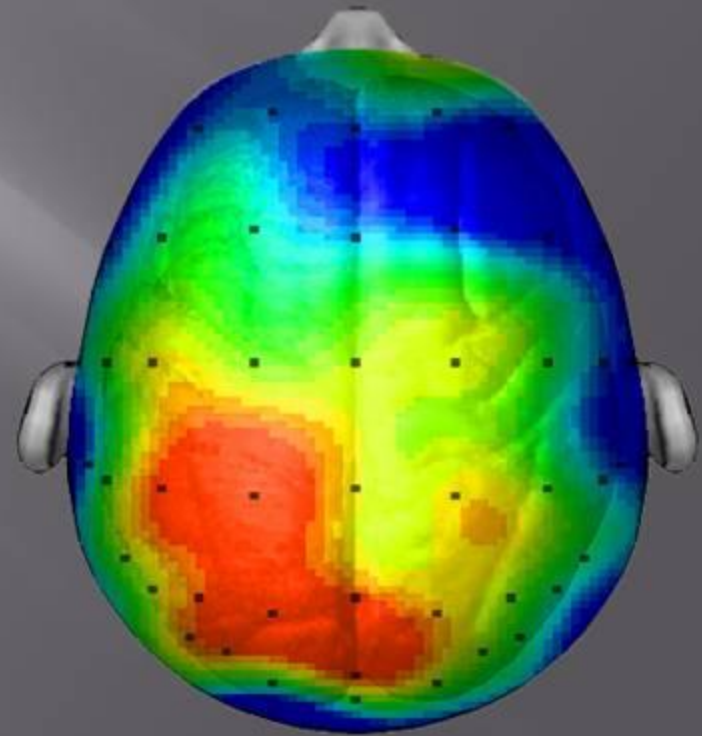
Don Hellison, professor of kinesiology, University of Illinois at Chicago

Average composite of 20 students brains taking the same test

BRAIN AFTER SITTING
QUIETLY



BRAIN AFTER 20 MINUTE
WALK



Research/scan compliments of Dr. Chuck Hillman University of Illinois