

February 2018

Volume VII, Issue I

The Minnesota Department of Education Announces the 2018 Academic Standards in Physical Education



MINNESOTA SOCIETY OF HEALTH AND PHYSICAL EDUCATORS

Loon Lines

The Minnesota Department of Education released the official 2018 Academic Standards in Physical



Education document on February 1, 2018. The standards are to be fully implemented in all Minnesota school districts by the 2021-2022 school year. Full implementation of the 2018 Minnesota Academic Standards in Physical Education is defined as:

- By the 2021-2022 school year, instruction in physical education in grades K-8 must include all the 2018 Minnesota physical education standards and grade-level benchmarks.
- Instruction at the high school level must include all the 2018 Minnesota physical education standards and grade-level benchmarks for grades 9-12 beginning with the 2021-22 freshman (9th grade) class.
- All school districts are required to develop assessments to ensure students are meeting the benchmarks. The Minnesota Department of Education will be developing sample assessments during the Developmental Phase of the Transition (February 1 - December 31, 2018) and will be releasing them during the Transition Phase 1 (January 1 - July 30, 2019). Districts may either utilize these model assessments, or develop their own, to measure student progress on meeting each benchmark.

The recommended transition timeline for the physical education standards/grade-level benchmarks is identified in the following phases:

- Development Stage; February 1, 2018- December 31, 2018
- Transition Phase 1, District Planning; January 1, 2019 - June 30, 2019
- Transition Phase 2, District Alignment/Optional Phase-in 1; July 1, 2019 - June 30, 2020
- Transition Phase 3, District Alignment/Optional Phase-in 2; July 1, 2020 - June 30, 2021
- Full Implementation; 2021 – 2022 school year

Descriptions of the phases in the recommended transition timeline for the physical education standards/grade-level benchmarks are as follows:

For more information about MNSHAPE, please visit our website at www.mnshape.org or the national site at www.shapeamerica.org.

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Development Stage; February 1, 2018 - December 31, 2018

During this phase, physical education teachers, curriculum directors and other school personnel begin acquainting themselves with the 2018 standards and grade-level benchmarks and also begin to develop a plan for full implementation by the 2021-2022 school year. The Minnesota Department of Education (MDE) develops supporting materials to assist schools in implementing the 2018 standards and grade-level benchmarks. MDE partners with MNSHAPE (Minnesota Society of Health and Physical Education) to create a leadership team to facilitate the development process. Additional development teams are formed to conduct tasks such as developing model assessments (beginning July 1, 2018), curriculum tools, and a training plan that includes both web-based and regional face-to-face trainings.

Transition Phase 1, District Planning; January 1, 2019 - June 30, 2019

At the beginning of this phase, MDE releases supporting materials online, kicks-off implementing standards webinars and provides regional face-to-face workshops. Physical education teachers, curriculum directors and other school personnel are encouraged to utilize the materials developed and participate in trainings, either online or regionally. At the district level, the K-12 physical education curriculum development process initiates. A potential phase-in process is investigated. An example is included in the table below.

Transition Phase 2, District Alignment/Optional Phase-in 1; July 1, 2019 - June 30, 2020

During this phase, physical education teachers continue to participate in professional development opportunities and continue the curriculum development process. Districts may begin a phase-in process for the standards and benchmarks.

Transition Phase 3, District Alignment/Optional Phase-in 2; July 1, 2020 - June 30, 2021

During this time period, physical education teachers finish the curriculum review process. Curriculum directors and administrators review the school schedule and ensure that enough time is allotted to provide students the skills and knowledge to meet the required grade-level benchmarks. A new or existing phase-in process can occur.

Full Implementation; 2021 - 2022 school year

Full implementation is required and defined as:

- By the 2021-2022 school year, instruction in physical education in grades K-8 must include all the required 2018 Minnesota physical education standards and grade-level benchmarks.
- Instruction at the high school level must include all the required 2018 Minnesota physical education standards and grade-level benchmarks for grades 9-12 beginning with the 2021-22 freshman (9th grade) class.
- All school districts are required to develop assessments to ensure students are meeting the benchmarks.

Example Phase-In Process for the 2018 Minnesota Academic Standards in Physical Education Standards

2019 - 2020	2020 - 2021	2021 - 2022
Elementary (grades K-5)	Middle School (grades 6-8)	High School (grades 9-12)

All documents and additional information can be found on the [Minnesota Department of Education Physical Education web page](#).

Message from the President

Megan McCollom

The Central District SHAPE America Convention was held in Sioux Falls, SD on January 25th through the 27th. The convention was held at the Sanford Pentagon and it was sponsored by Sanford Health. The facilities were amazing and perfect for a district convention! We had access to an ice rink for curling, classrooms for sessions, and multiple gymnasiums for active sessions. Brian Devore was one of the keynote presenters; he came from Georgia to talk about advocating for health and physical education. We were also fortunate enough to be the first district convention that SHAPE America's new CEO, Stephanie Morris, attended. Stephanie spoke to us about what she sees for SHAPE America in the future. She is very hopeful and spoke very frankly to the Central District Convention attendees. Stephanie has only been with SHAPE America for about 4 months but she is very



knowledgeable about the organization; she has definitely done her homework and she is very supportive of what we do.

MNSHAPE has recently partnered with a couple organizations, the Dove Self-Esteem Project and Action for Healthy Kids. If you are signed up to receive emails from MNSHAPE, you will start to see emails with information about these two organizations. MNSHAPE will also be participating in the Twin Cities Heart Walk again this year to raise money for the American Heart Association and the American Stroke Association. Feel free to join us in our walk at Target Field on May 5th or just donate to the cause by going to http://www2.heart.org/site/TR?fr_id=3161&pg=company&company_id=29314#.WoM5076amd8.twitter and selecting either Team Megan or Team Sue. If you would like to walk with us, you will have to join a team, which you can do through the link posted above.

The Minnesota Department of Education recently released the final 2018 Minnesota Academic Standards in Physical Education. MNSHAPE will be working with MDE to help ensure that all MN school districts are prepared to implement these new state



standards by the 2021-2022 school year. MDE has currently put together a plan to help with implementation of the new standards. MNSHAPE and MDE will be hosting regional trainings throughout the state as well as providing information on the MNSHAPE website. We plan to offer online materials in addition to our regional trainings as well as an area on the MNSHAPE website for questions to be submitted and answered by committee members from MNSHAPE and MDE. Make sure you are signed up on our listserv to receive email updates from MDE and MNSHAPE; you can do this by texting MNSHAPE to the number 228-28 or email us at minnesotashape@gmail.com.

I hope to see many of you at the SHAPE America National Convention in Nashville! Please feel free to reach out to me if you have any ideas, issues, questions, or concerns for MNSHAPE by emailing me at president@mnsshape.org.



Sue, Mike & Brian
Unified PE Session



Derek
FUNctional Fitness Session



Chris & Joe
Active All Day Session

Why is body confidence and self-esteem important for students?

The early teen years are one of the most dynamic in terms of development- physically, emotionally and socially. Fitting in and being accepted by peers is central. In fact, brain science tells us that during early adolescence social acceptance by peers may be processed by the brain similarly to other pleasurable rewards, such as receiving money or eating ice cream.

There is growing acknowledgement that social/emotional and mental health of students is a vital ingredient to

success in school and beyond the classroom. Self-esteem works in concert with other personality traits, like openness, conscientiousness and belief in one's ability to overcome obstacles (self-efficacy). Research has found that self-esteem positively impacts academic self-efficacy and belief that school is important, which in turn impacts academic success (like grades).

On behalf of the Dove Self Esteem Project National Cadre and Cairn Guidance, I would like to extend an opportunity to

share a little bit about the Dove Self-Esteem Project (DSEP). I am one of the regional representatives for the "DSEP Confident Me!" program. As an 11-year veteran of teaching middle school health and physical education, I know how challenging it is to find research-based, solid resources for improving self-esteem.

The DSEP Confident Me! program promotes body confidence among youth ages 11-14 in school settings. There are multiple curriculum options that

fit nicely into my existing units. Lessons include a range of curriculum-relevant teaching resources, developed in collaboration with teachers and students. Research has shown that students who participate in the DSEP Confident Me! lessons have improved body image and self-esteem. Students also report feeling more confident to participate in social and academic activities. The core themes are tied to the national health standards and fit seamlessly into the mandates of middle level health in Iowa.

Frequently when people think of body image, self-esteem, and body confidence, they think of females. As a male, I appreciate how the program focuses on inclusion and recognizes the struggles males endure during adolescents. I use the videos in the Confident Me lessons to engage my students in rich discussions about the challenges of middle school students. The DSEP "Confident Me!" lessons are engaging and relative to students' lives.

If you would like to learn more about this free program, please contact me at brettdelaney@gmail.com I am happy to provide further details and discuss the program options. All resources and lesson are available through free downloadable materials created through grant funding. These are free to you and reusable.

For teachers that do choose to implement one of the lessons and provide feedback, Dove is providing incentives to any educator or school professional who implements the Confident

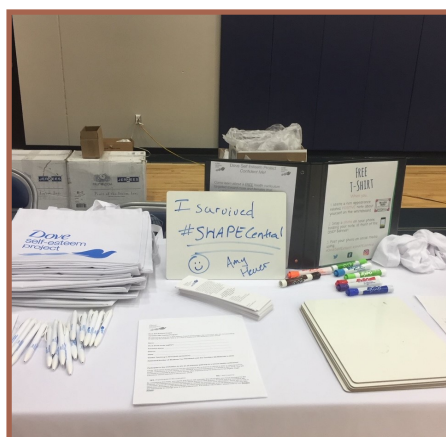
Me! program by Dec. 8, 2018. Participants are entered into a drawing for a chance to win paid attendance our state conference, a national conference of their choice, or the SHAPE America Convention in Tampa in 2019 - all Expenses PAID!

For more information please contact: **Brett Delaney** – brettdelaney@gmail.com

¹McNeely C, Blanchard J. 2009. The Teen Years Explained: A Guide to Healthy Adolescent Development. Center for Adolescent Health at John's Hopkins Bloomberg School of Public Health.

²Di Giunta L et al. 2013. The determinants of scholastic achievement: The contribution of personality traits, self-esteem, and academic self-efficacy. *Learning and*

Dove
Amy Huer



Dove
Chris Amundson



Dove
Sarah Gietschier-Hartman



Dove
Megan McCollom



2018 SpeakOutDay Day

Mike Doyle, MNSHAPE Past President

On Wednesday, February 14 six MNSHAPE members joined over 150 Health and Physical Educators from 42 other states in Washington DC to advocate for full funding of Title II and Title IV Part A in the Every Student Succeeds Act (ESSA). ESSA is the federal education law that took the place of No Child Left Behind in December of 2015. When ESSA was signed into law Title II funds were authorized at \$2.295 billion and Title IV Part A funds were authorized at \$1.65 billion.

Title II funds are used for professional development opportunities in the schools while Title IV Part A funds are used for supporting subject area considered to be part of a well-rounded education which includes Health and Physical Education.

In fiscal year 2017 Title IV Part A funds were appropriated at \$400 million which is

considerably lower than the \$1.65 billion it was originally authorized at. If fully funded at \$1.65 billion all school districts in the country would receive funds to support Well-Rounded education based on the Title I formula of population and poverty. A school district like Robbinsdale would have received \$309,000 to support a Well-Rounded education. Since Title IV Part A was only appropriated at \$400 million this past year the state of Minnesota received only \$4.3 million. The Minnesota Department of Education decided to competitively award money to districts through a grant application process in August of 2017.

Our message to lawmakers in Washington DC was to emphasize the importance of Health and Physical Education being included as part of a Well-Rounded Education then to ask for their support in making sure

that Title II and Title IV Part A are fully funded for Fiscal Year 2018. We want to make sure that all school districts in this country have access to these funds instead of requiring states to make the money only available through competitive grants.

One way you can help is to send a message to your lawmakers in Washington DC asking them to support fully funding Title IV Part A and Title II in ESSA. The SHAPE America Legislative Action Center will allow you to just enter you name and address and automatically send a letter to your Senators and Congressmen in Washington DC. [https://www.shapeamerica.org/advocacy/advocacy_action_center.aspx#/#](https://www.shapeamerica.org/advocacy/advocacy_action_center.aspx#/) Also check out the hashtag #SpeakOutDay on Twitter to see all of the pictures from the 2018 SHAPE America SpeakOutDay.






2018

**Attention Congress:
Fully Fund ESSA!
#MoreTitleIV**



MNSHAPE H/PE WORKSHOP

SATURDAY, APRIL 14, 2018

Amazing
Presenters

BYRON PRIMARY SCHOOL
820 7TH ST NE
BYRON MN 55920

Raffle Prizes

RAFFLE PRIZES BY & PROMOTED BY:

GOPHER



8:00 - 8:30 CHECK-IN/ REGISTRATION

8:30 - 1:00 WORKSHOP



FREE TO ALL MNSHAPE MEMBERS

\$40 NON-MNSHAPE MEMBERS (CASH OR CHECK)

PLEASE COMPLETE BELOW AND MAIL WITH CASH OR CHECK TO (PAYABLE TO MNSHAPE)
TO : NANCY CHRISTENSEN - 25673 MUSKRAT LAKE DRIVE, DETROIT LAKES, 56301

NAME: _____

ADDRESS: _____

PHONE: _____

EMAIL: _____

NAME OF SCHOOL TEACHING AT: _____

<u>Time/Event</u>	<u>Description of Activity</u>
<u>Check-In</u> 8:00 – 8:30	<u>Complete registration paperwork</u>
<u>Opening</u> 8:30 – 8:40	<u>Workshop Kickoff & Welcome (preview of the day)</u>
<u>Session 1</u> 8:45 – 9:35	<p>Breakout 1- Elementary PE Session – Derek Picha (Delano Favorites)</p> <p>Breakout 2 – Secondary PE session – Tara Storts/Lindsey Leko (Secondary Faves)</p> <p>Breakout 3 – Health Session – Aaron Murray</p>
<u>Session 2</u> 9:40 – 10:30	<p>Breakout 1- Elementary PE Session – Sam Nelson (Yoga for Everyone)</p> <p>Breakout 2 – Secondary PE session – Mike Doyle (Unified PE)</p> <p>Breakout 3 – Health Session – Aaron Murray</p>
<u>Session 3</u> 10:35 – 11:25	<p>Grade Level Roundtables (Ed-Camp Style)</p> <p>Elementary Physical Education – Moderators, Derek, Joe, Lisa, Mary</p> <p>Secondary PE/Health – Moderators, Lindsay, Mike, Sam, Tara</p>
<u>Session 4</u> 11:30 – 12:20	<p>Breakout 1- Elementary PE session – Lisa Rahkola (Speedstacks)</p> <p>Breakout 2 – Secondary PE session – Shannon Maly (OPEN)</p> <p>Breakout 3 – Health session - (Aaron Murray/Mark Fitzpatrick)</p>
<u>Mini Session</u> 12:25 – 12:45	Joe McCarthy (PaddleZlam)
<u>Raffle</u> 12:45 – 1:00	Closing Ceremonies – Raffle Item Giveaways from MNSHAPE Board

Message from the President-Elect

Sue Bremer

I was fortunate enough to attend the Central District Convention in Sioux Falls, SD at the fantastic Sanford Pentagon Complex. I attended many great sessions and many were presented by our own MNSHAPE members! I look forward to attending the National SHAPE America Conference in Nashville next month and return with a lot of great ideas to share with our membership.

I am excited about all the great things going on in our state! Your board of directors are busy looking for presenters for our next year's conference and I hope if you are interested in presenting you will fill out a proposal form from our website. Mary Thissen – Milder from the Minnesota Department of Education and her committee have worked very hard to write

our new Minnesota Physical Education Standards and Benchmark that were rolled out on February 1st. Mary and her co-chairs; Dr. Sue Tarr and CJ Johnson will be working with a committee to assist teachers in helping them prepare for implementing these new standards. We recently had a group of MN SHAPE members; Mike Doyle, Kirsten Guentzel, John Scheevel, Matt Ginskey, Vicki Johnson and Samantha Nelson attended Speak Out Day in Washington D.C. advocating for More Title IV money for ESSA. Your MN SHAPE Physical Education Division and the At-Large members are working on putting on a Regional workshop in the Rochester area.

I hope if you are interested in becoming more involved you will contact myself or someone



on our board. We are now taking nominations for our MNSAPE awards. Please check out the website for the awards that we give out and nominate someone today, there is an easy google form to fill out. We have many great teachers in Minnesota and we would love to recognize them.

VISIT

<http://www.mnshape.org> for

- **Conference Information**
 - **Recognition & Awards**
 - **Grants & Scholarships**
 - **Membership Information**
 - **Contact Information**
- and so much more!**

SAVE THE DATE

Thursday and Friday, November 8 & 9, 2018

50+ Sessions for Health & Physical Education

- ◆ Adapted Physical Education
- ◆ Curriculum, Instruction and Assessment
- ◆ Dance
- ◆ Health Education
- ◆ Physical Activity
- ◆ Technology in the Classroom & Gymnasium
- ◆ Professional Preparation
- ◆ And Much More!

Wayzata High School – there’s no better location to inspire collaboration and teamwork . . . and on November 8 & 9 it’s where hundreds of health and physical education professionals will come together to learn from each other and leaders in our field. We all need to implement the NEW State Physical Education Standards – come meet and share with the best.

Sooooo – Save the date – November 8 & 9, 2018 as we move together toward tomorrow – “Teaching Learners to Think on Their Feet”.

SHARE YOUR EXPERTISE SUBMIT A PROGRAM PROPOSAL

Go to our website – www.mnshape.org and click on the 2018 Conference.

Program proposals are due May 31, 2018.

We would love to have you present!!

Fill out the form on-line and submit – easy as 1, 2, 3!!

Minnesota Health and PE Advocates Make Valuable Strides Through Statewide Outreach

Issue: How do you turn state education officials into allies and advocates for your cause? “Seize every opportunity to reach out to decision makers and present your case,” says Mike Doyle, SHAPE America member and former president of the Minnesota Society of Health and Physical Educators (MNSHAPE). Sometimes, help can come from unexpected places.

After attending SHAPE America’s annual advocacy event — SPEAK Out! Day — in March 2015, Doyle and other MNSHAPE leaders on his team were keenly aware of the challenge they faced. The *Every Student Succeeds Act* (ESSA) had just been passed by Congress, but the burden fell upon advocacy groups such as Doyle’s to ensure that school health and physical education would receive state funding and recognition in the years ahead. With many other subjects competing for attention and money for the Title IV, Part A state block grants within ESSA, they knew they needed to mount a significant grassroots effort.

The Big Idea: Fortuitously, Minnesota Commissioner of Education Brenda Cassellius

SHAPE America – Society of Health and Physical Educators is the nation’s largest membership organization of health and physical education professionals. The organization sets the standard for health and physical education in the U.S., and its National Standards for K-12 Physical Education serve as the foundation for well-designed physical education programs across the country. SHAPE America was also a proud member of the coalition that developed the National Health Education Standards, and is a founding partner of the Presidential Youth Fitness Program, *Let’s Move!* Active Schools (now Active Schools) and the Jump Rope For Heart/Hoops For Heart programs.



Minnesota Commissioner of Education Brenda Cassellius, center, met with the MNSHAPE advocacy team to discuss the state’s ESSA plan.

is a former colleague of MNSHAPE Board Member Samantha Nelson’s mother. Although contact information for state and federal officials is publicly available, it never hurts to have a personal connection that may open doors — as was the case here. Doyle asked Nelson to set up a meeting with the education commissioner as soon as possible, and a June meeting was quickly arranged between Cassellius and the MNSHAPE team.

That meeting turned out to be the first time Cassellius had ever sat down with health and PE teachers to discuss the creation of Minnesota’s state ESSA plan. The teachers’ obvious passion for their professions — and the evidence presented about the benefits of movement throughout the school day — made a deep and lasting impression on Cassellius.

“We realized we had to keep the momentum going,” says Doyle, a high school physical education/developmental adapted physical education (DAPE) teacher whose unified PE class was recently featured as a SHAPE America case study. Before the MNSHAPE team left the meeting with Cassellius, they all posed for a photo, which Doyle promptly posted on Twitter. The commissioner retweeted the message almost immediately.

Using #LetsMove, she wrote, “15 minutes each hour throughout the curriculum and PE every day! Healthy kids = healthy minds.”

Implementation: Having garnered a new, important ally, the MNSHAPE team was encouraged and energized to continue their mission. Their next task, a month later, was to have a visible and vocal presence at Minnesota’s first public meeting to discuss ESSA funding allocations. State officials leading these meetings included a cross-disciplinary group of stakeholders and legislators, ready to hear the attendees — representing a variety of school subjects — present their case. The delegation of MNSHAPE members occupied the front row, wearing identical, bright-blue shirts emblazoned with the organization’s logo.

“We knew we needed to not just have PE teachers present, but also representatives from stakeholder organizations,” says Doyle. They rallied a coalition of heavy hitters, including the American Heart Association, American Cancer Society, state legislators, Minnesota students, principals and superintendents, college professors, future teachers, and others.

According to Doyle, one of the most powerful

speakers at the ESSA meeting was Kristin Busch, one of his students at Wayzata High School. “Her’s was the only student voice heard all day, and she received a round of applause,” says Doyle. “Everyone was impressed that a student would take time to come out in July and offer input on the importance of having PE included in the curriculum.”

The campaign picked up steam during the Minnesota Department of Education’s ESSA Twitter chat in August 2016. Doyle and several members of his advocacy group participated, as well as SHAPE America Director of Public Policy & Advocacy Carly Wright. “No other subject area was as well-represented as ours,” says Doyle. Sure enough, the Minnesota DOE’s post-chat Tweet singled out PE as a key part of a well-rounded education.

In November 2016, a webinar held with Commissioner Cassellius featured a tweet from Minnesota State Senator Susan Kent, which said she was “proud of the work in garnering broad-based support for #physed in MN schools.” The messages clearly were being heard, loud and clear.

Over an 18-month period, MNSHAPE members crisscrossed the state to attend all six DOE regional ESSA meetings, an ESSA state planning meeting, and an ESSA town hall meeting. Commissioner Cassellius and her team had led every meeting across the state, noting the presence and aggressive advocacy of the MNSHAPE delegation. The blue-shirted representatives displayed a contagious enthusiasm, leading attendees in activity and mindful movement segments to begin or conclude each meeting. The compelling evidence they presented about

the neuroscience of fitness and the need for effective health and PE programs in the curriculum had a resounding impact.

In April 2017, several MNSHAPE board members met with congressional representatives on Capitol Hill, asking for their support in fully funding the Title IV, Part A grant under ESSA. “Physical education is now considered part of a well-rounded education, yet many schools continue to reduce and cut this subject area,” Board Member Kirstin Guentzel told them. “PE is not your father’s PE. Students are now developing physical literacy skills through movement activities to improve their health and well-being.”

Takeaway: What the MNSHAPE team has learned is that persistence, effort and coalition-building can yield unforeseen dividends. “I’ve heard my counterparts in other states say they have no money for an advocacy campaign,” notes Doyle. “The fact is, this cost us nothing, except for time and passion. Sure, I paid for gas a couple of times, but who cares? I just want to keep everyone aware of our profession.”

He remembers a recent conference where speaker Keith Bakken, CEO of Wisconsin Health and Physical Education (WHPE), challenged the audience of teachers to see how fast they could come up with the names and email addresses of their local school board members. “Someone was able to do it in 10 or 15 seconds,” Doyle says. Bakken’s next question was, “Then why don’t you contact them and invite them to come into your classroom and watch you teach?” Says Doyle, “It was a great way to make the point that it’s easier than you think to reach out to people who can help you.”

Project Team

- Mike Doyle**, Former MNSHAPE President
- Samantha Nelson**, MNSHAPE Board Member
- Megan McCollom**, MNSHAPE President
- Kirsten Guentzel**, MNSHAPE Board Member
- Sue Tarr**, Former MNSHAPE Past President

At the November 2016 MNSHAPE state conference, Commissioner Cassellius donned one of the advocates’ blue shirts and took the microphone to emphasize the importance of actively engaging in advocacy to further the profession. One year later, in gratitude for Cassellius’ support, Doyle presented her with the Presidential Award at the 2017 MNSHAPE conference awards banquet — an honor she shared with SHAPE America’s Carly Wright.

Results: In the Title IV, Part A section of Minnesota’s state ESSA plan, which was submitted to the U.S. Department of Education in September 2017, health and physical education are among only four subject areas (out of a possible 18) that were singled out as key to “a well-rounded education.”

The MNSHAPE advocacy group certainly isn’t resting on its laurels. Because there is a chance that Minnesota may have a new education commissioner after the gubernatorial election in November 2018, Doyle and his team are poised to make their case once again. They also have identified an ambitious new goal to achieve by 2021: Get the state to acknowledge “Access to Health and PE” as one of the accountability indicators of school quality.



SHAPE America’s National Standards for Physical Education

The physically literate individual:

- ✓ Demonstrates competency in a variety of motor skills and movement patterns.
- ✓ Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- ✓ Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- ✓ Exhibits responsible personal and social behavior that respects self and others.
- ✓ Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

50 Million Strong by 2029

is SHAPE America’s commitment to put all children on the path to health and physical literacy through effective health and physical education programs. Across the country, HPE teachers and other supporters are making an impact by taking action in the following areas:

- ✓ Effective Instruction
- ✓ Healthy Behaviors & Physical Activity
- ✓ Advocacy

Want to know how you can make an impact? Learn more at shapeamerica.org/50million.



MN DAPE NEWS

Kay Oling and Pete Westby

Greetings to all!

Kay and Heide Fischer have been busy these past few months preparing for this upcoming 2018 – 2019 school year planning the MNDAPE Fall Conference that will be held on September 27th and 28th, 2018 at Camp Friendship in Annandale, MN. Please visit the MNDAPE web page for registration details and also to submit a proposal to present your great ideas or activities! With this in mind, it is never too early to pay a visit to your Special Education Director and “ear mark” Professional Development dollars. The early bird may get the conference! We are again looking for members to make nominations for the following awards to recognize our outstanding peers and the work they do for our students! Please take a moment to put forth a name of a member who you believe who exhibits the following traits.

Allen Burton DAPE Leadership Award

The purpose of the award is to honor and recognize the outstanding efforts and contributions given to students with disabilities in the area of developmental adapted physical education by a teacher of elementary, secondary or higher education.

George Hanson Developmental Adapted Physical Education Award

Honor and recognize outstanding services and contributions given by an elementary, secondary, higher education, or other professional worker in developmental adapted physical education profession as exemplified by George.

MNSHAPE Adapted Physical Education Teacher of the Year

The purpose of this award is to honor and recognize the outstanding services and contributions in adapted physical education by a Minnesota school teacher who is also a member of SHAPE America.

DAPE Young Professional Award

MNDAPE would like to recognize young professionals teaching Adapted Physical Education in the State of Minnesota annually at the Fall Conference. If you know of a teacher that is deserving of this award please mail the nomination form below to Nancy Christensen.

Nominations for this award is due September 1st of each year.

To submit a nomination, please click on the Awards tab for further details for each area.

On February 24th, members of the MNDAPE Leadership Committee will have held the annual DAPE In the Backyard event. This year it was held in Rochester, MN and in the next issue of Loon Lines, we will recap this workshop and its highlights.

Last Loon Lines, we informed you about several new social media sites that was created for our profession. The first one is a Face Book page titled MN DAPE Community of Practice. This is a closed group page and you will need to ask to join. If you participate in Face Book, please consider joining this local group to exchange ideas and to provide support with each other. The second group is the Adapted PE Specialists. This is a Public Group and reaches out nationwide and beyond.

UPDATE FROM JRFH/HFH DIVISION

We would like to take this opportunity to thank all schools that conducted or are conducting a JRFH/HFH event this year. At the MN Shape Fall Conference we will once again recognize the Top 5 fundraising schools and the Top 5 fundraising increase schools and award them free registration to the conference.

We would also like to remind our membership of the Fabulous 5 Reasons to conduct a JRFH/HFH event:

1. Free Shape America membership
2. Ten dollars off MN Shape membership.
3. Eligible for MN Shape JRFH/HFH Grant (\$500.00)
4. Eligible for Shape America JRFH/HFH Grant (\$2,500.00)
5. Eligible for hundreds of dollars in U.S. Games gift certificates for PE equipment based on fundraising total.

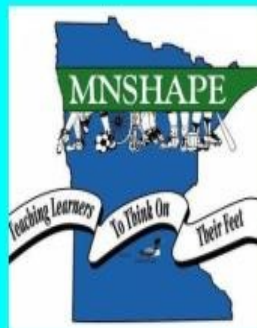
2018 MNSHAPE H/PE Workshop

Register at mnshape.org

Opportunity to make a positive impact for your students learning!

Grade Level Roundtables, Ed-Camp Style

Awesome raffle items from MNSHAPE, Gopher, Sanford, Spikeball, more to come!



Saturday, April 14th in Byron MN
8:00 am - 12:30 pm
Free to MNSHAPE members

A workshop to collaborate & share best practices!

There will be 3 tracks to meet your PD needs

1. Elementary Physical Education
2. Secondary Physical Education
3. Health Education

Presenters are Mark F, Lindsey L, Aaron M, Joe M, Shannon M, Sam N, Derek P, Lisa R, Tara S

Funding your Physical Education Program

Kirsten Guentzel, VP Physical Education

Close your eyes and imagine your students jumping and climbing through a Ninja Warrior course you were able to buy with this year's budget. Every student is in their mod-to-vig zone with the new heart rate watches you also bought this year. No one is complaining, and everyone is happy. Now... wake up! Snap out of it and come back to reality. Your yearly budget is consumed by bare necessities just to survive another year. There's no way you could purchase this equipment even if you combined your budget for 5 years.

Now, visualize something new you'd love to teach, but the thousands of dollars it'd take to pull it off seem more of a dream than a goal. I am here to tell you, the money is out there! If you are willing to be diligent, determined and driven, it can happen! Ask yourself this, would you rather take a leap of faith or continue teaching the same games, every year, every hour, for the next 15 years?

Getting started!

If you continue to do what you've always done, you're going to get the results you've always gotten. Right now, broaden the lens of opportunity by identifying your needs. To truly identify the needs for improvement in your program, you need to begin by conducting a needs assessment. This will clearly define the needs of your program, aside from "wants". Two great ways to conduct a needs assessment are the *CDC's School Health Index* and *Alliance for Healthier Generation – Healthy Schools Program Assessment*. These assessments will evaluate your program and assist in creating an action plan.

Funding Opportunities

Take a peek at the following ways to improve your health or physical education program:

1. Grants

Yes, I said the word and I'll say it again, *GRANT*. This word can sound scary, daunting, and overwhelming. Before you skip to #2 hear me out. In the last 6 months I have successfully received 3 out of 4 grant applications. My program now has 9 mini golf putting greens, 30 bicycles for movement breaks, yoga mats for mindfulness and more fitness equipment which has vastly improved my program. Not only are my students thrilled for these new opportunities, my own passion and motivation has been taken to a new level.

Grant opportunities to consider:

- Education Foundations within your school district
- Parent/Teacher Organization Grants
- Minnesota Department of Education Grants
- Teachers Count
- Lowe's Charitable and Education Foundation

2. Crowdsourcing

Charitable giving has increased in recent years. Keep in mind amounts under \$400 have been more successful than larger asks. Here are a few crowdfunding/crowdsourcing opportunities:

- Donors Choose
- GoFundMe
- Kickstarter
- Adopt a Classroom
- Fund my PE
- EdBacker

3. Fundraising

Fundraising is another great way to acquire funding for your projects. Check out some options below.

- Host a 5K walk/run
- Raffles at Family Fitness Nights
- The Chip Shoppe
- Penny Wars
- Host a school dance
- Jump Rope/Hoops for Heart

Please feel free to reach out with questions via email kguentzel@stpetersschools.org

Jump Rope for Heart

Summer Hagy

For Lisa Smith and her daughter, Cecilia, helping the American Heart Association has become a family affair. Cecilia, who is a kindergartner at Chuchill Elementary in Clouquet, MN was awarded for her efforts to raise over \$150 online BEFORE Jump Rope for Heart kicked off at her school on January 24.

Cecilia's mom, Lisa, is a Physical Education, Health and DAPE Teacher and Special Olympics Head Coach in Proctor, MN. She was also chosen as the Minnesota Society of Health and Physical Educators' (MN SHAPE) Secondary Physical Education Teacher of the Year Award this year.

Lisa is planning to involve her middle and high school students this year in American Heart Association programs; something new for both schools. The middle school plans to do Hoops for Heart this March and the High School will kick off their "Survivor Ball" tournament on January 29. Both programs give students a chance to focus on heart healthy behaviors and helping others by raising donations for the American Heart Association.

For Cecilia, raising donations to help others is also a great way to earn a fun gift like Jax. According to Lisa, "she did not put Jax down at all and insisted on sleeping on him as a pillow."




MNSHAPE Higher Education Division Newsletter

Ben Swamberger and Manny Felix

Happy Winter to all MNSHAPE Members and Friends! Here are some noteworthy items that the Higher Education Division would like to share with you:

1. The Future Professionals and Higher Education Divisions have been collaborating to ensure that monies will be available to support Future Professionals to attend the annual MNSHAPE conference. A request for proposals including an online application will be disseminated by late summer with applications due by mid-September. Funding decisions will be made in late September and applicants will be notified shortly after that during the first week of October and in advance of the MNSHAPE 2018 Conference. The purpose of this funding is to encourage the professional involvement of future PE professionals who will eventually be leaders to carry out MNSHAPE's mission and vision.
2. For those of you who conduct Jump Rope/Hoops for Heart events, continuing education units (or graduate credit option) will be available through a specially designed course offered through Winona State University. Tom Roberts, Minnesota's Jump Rope/Hoops for Heart Coordinator, has worked hard to make this highly requested opportunity a reality for the dedicated teachers who host these events. More detailed information will be released to the MNSHAPE membership in March.
3. The Higher Education Division is prepared to assist in the implementation of the new Minnesota K-12 Physical Education Standards and Benchmarks. For practical implementation to occur, the professional development needs of K-12 physical education teachers should be addressed. Because of this, the plan to create and disseminate a needs assessment to determine teacher-training priorities within the state, such as those related to curriculum development and assessment is being discussed.
4. As a result of a state audit, it was recommended that one state authority replace the often confusing, two-entity system of licensure. As of January 1, 2018, the newly created Minnesota state Professional Educator Licensing and Standards Board (PELSB) replaced the now-defunct Board of Teaching and the Minnesota Department of Education Licensing Division with the primary responsibility of licensing teachers in the state. The PELSB will now oversee a new, four-tiered teacher licensing system. After July 1, 2018, all new applicants who meet eligibility requirements for teaching licenses will be placed into one of four license tiers with opportunities to advance into higher tiers. Some specifics of the new tiered system are still in the state rulemaking process and expect to be finalized by the time the tiered system goes into effect in July.

Tiered licensure in Minnesota

TIER 1 REQUIREMENTS	TIER 2 REQUIREMENTS	TIER 3 REQUIREMENTS	TIER 4 REQUIREMENTS
<p>BACHELOR'S DEGREE FOR ALL SUBJECTS EXCEPT CAREER & TECHNICAL ED (CTE) OR CAREER PATHWAYS COURSE OF STUDY (CP)*</p> <p>OR</p> <p>*CTE OR CP CANDIDATES MUST HAVE ONE OF THE FOLLOWING:</p> <ul style="list-style-type: none">AA degreeProfessional certificationFive years of relevant work experience <p><small>Candidate must have a BA degree unless teaching Career and Tech Ed or Career Pathways, in which case must have AA degree, professional certification, or five years of relevant work experience.</small></p> <p>► Good for one year and can be renewed three times, though there are conditions under which districts can renew further. ► District and teacher apply jointly. District must show it could not find a Tier 2, 3, or 4 teacher. ► These teachers are not in the teacher bargaining unit and are not earning credit toward probation. Teachers at Tier 1 do not have continuing contract rights.</p> <p>ANTICIPATED TRANSITION DETAILS CAN BE FOUND AT HTTPS://EDUCATIONMINNESOTA.ORG/RESOURCES.ASPX#CREDENTIALS-LICENSEURE. <small>Revised August 29, 2017. Subject to change.</small></p>	<p>BACHELOR'S DEGREE FOR ALL SUBJECTS EXCEPT CTE OR CP*</p> <p>AND</p> <p>TEACHER PREPARATION PROGRAM ENROLLMENT</p> <p>OR</p> <p>MASTER'S DEGREE</p> <p>OR</p> <p>TWO OF THE FOLLOWING:</p> <ul style="list-style-type: none">Completed teacher preparation programEight upper-division credits in subject areaTraining in subject-specific teaching methodsPassing scores on state tests in subject areaTwo or more years experience teaching in subject area <p><small>Candidate must be enrolled in a teacher preparation program, OR have a master's degree, OR have two of the following: completed teacher preparation program; eight upper-division credits in subject area; training in subject-specific teaching methods; two years of experience teaching in subject area; passing scores on state tests in subject area.</small></p> <p>► Good for two years and can be renewed three times. ► District and teacher apply jointly. ► These teachers are in the teacher bargaining unit and are not probationary. However, if these teachers get to Tier 3, then two years of successful teaching at Tier 2 can count toward the Tier 3 requirement of three years of probation. Teachers at Tier 2 do not have continuing contract rights.</p>	<p>BACHELOR'S DEGREE FOR ALL SUBJECTS EXCEPT CTE OR CP*</p> <p>AND</p> <p>PASSING SCORES CONTENT AND PEDAGOGY</p> <p>AND</p> <p>ONE OF THE FOLLOWING:</p> <ul style="list-style-type: none">Completion of a Minnesota-approved teacher preparation program (traditional or alternative, if accredited)Completion of a prep program from another state that includes field-specific student teaching equivalent to requirements of MN programsPortfolio in a given licensure fieldThree years teaching experience at Tier 2 without being placed on an improvement planProfessional teaching license from another state, license in good standing, and two years of teaching experience <p><small>Candidate has BA degree for all subjects except CTE or CP passing scores on content and pedagogy exams, and ONE of the following: completion of a Minnesota-approved teacher preparation program (traditional or alternative, if accredited); completion of a prep program from another state that includes field-specific student teaching equivalent to requirements of MN programs; portfolio in a given licensure field; professional teaching license from another state, license in good standing, and two years of teaching experience; three years of teaching experience under a Tier 2 license and evidence of summative evaluations that did not result in placement on an improvement plan.</small></p> <p>► Good for three years and can be renewed indefinitely. ► Teacher applies for the license. ► These teachers are in the bargaining unit and must complete three years of probation. If a teacher at Tier 2 got to Tier 3 via Tier 2, two years of teaching at Tier 2 can count toward the three-year probationary requirement. Teachers at Tier 3 have continuing contract rights after completion of the probationary period.</p>	<p>BACHELOR'S DEGREE FOR ALL SUBJECTS EXCEPT CTE OR CP*</p> <p>AND</p> <p>COMPLETION OF PREPARATION PROGRAM</p> <p>AND</p> <p>PASSING SCORES CONTENT AND PEDAGOGY</p> <p>AND</p> <p>PASSING SCORES ON BOARD-APPROVED SKILLS EXAM</p> <p>AND</p> <p>THREE YEARS TEACHING EXPERIENCE IN MINNESOTA</p> <p>AND</p> <p>MOST RECENT SUMMATIVE EVALUATION MUST NOT HAVE RESULTED IN AN IMPROVEMENT PLAN</p> <p><small>The candidate must meet all Tier 3 requirements, have completed a preparation program or portfolio, have passing scores on content and pedagogy exams and passing scores on Board-approved skills exams. In addition, the most recent summative evaluation must not have resulted in placing the teacher on an improvement plan.</small></p> <p>► Good for five years and can be renewed indefinitely. ► Teacher applies for the license. ► These teachers are in the bargaining unit. Teachers at Tier 4 have continuing contract rights after completion of the applicable probationary requirement.</p>  <p>EDUCATION MINNESOTA THE VOICE FOR PROFESSIONAL EDUCATORS AND STUDENTS</p>

https://www.educationminnesota.org/EDMN/media/edmn-files/resources/TieredLicensure_Infographicpdf.pdf

Here are a few summary points:

- In Tier 1, an individual with a Bachelor's degree in any field can teach. A Tier 1 teacher may be hired only if the district can document that it cannot find a qualified Tier 2, 3 or 4 applicant.
- In Tier 2, potentially, an individual with two years of experience at the Tier 1 licensure level who has also taken one teaching methodology course can be eligible for Tier 2 licensure. An individual with a Masters degree (not necessarily in Physical Education or Health) may also teach. It is expected that most teachers at this tier will have their Bachelor's degree AND be enrolled in a teacher preparation program. A Tier 2 teacher may be hired only if the district can document that it cannot find a qualified Tier 3 or 4 applicant.
- In Tier 3, teachers must have passed Minnesota content and pedagogy examinations. It is expected that most individuals eligible for Tier 3 licensure are those who complete a teacher preparation program (subject-specific), pass Minnesota content and pedagogy examinations, and graduate with a Bachelor's degree. Individuals who graduate from a teacher preparation program (Bachelor's degree) but fail to pass the content and pedagogy tests, will receive Tier 2 licensure instead. Those who complete an out-of-state teacher preparation program, currently hold an out-of-state license, or provide portfolio documentation in a licensure field may also receive Tier 3 licensure. Further, those who have three years of teaching experience at Tier 2 may also be eligible for Tier 3 licensure if they pass content and pedagogy exams.
- In Tier 4, the requirements are as follows: earned Bachelor's degree, completion of a teacher preparation program, passing scores on content and pedagogy tests as well as the basic skills test or equivalent, three years of teaching experience, and the most recent evaluation resulting in no improvement plan necessary.

Much of the detail is left out of this summary. Other policies related to the transition to the tiered system, license terms and renewals as well as license mobility are not addressed but can be found at <https://www.educationminnesota.org/resources/credentials-licensure/Tiered-licensure>.

One purpose of this new licensure system is to allow school districts the flexibility to hire teachers that are difficult to recruit, employ and retain. Given expected teacher retirements in Minnesota and declining enrollment in teacher preparation programs, it is understandable that districts do desire to fill positions that often go unfilled. However, MNSHAPE's position that every student deserves a highly effective physical education and health teacher still holds true even with these licensure changes. A highly EFFECTIVE teacher is one that helps all students to meet all benchmarks as identified in the Minnesota K-12 PE Standards and Benchmarks document (<http://education.state.mn.us/MDE/dse/stds/hpe/>) thus helping them to possess the knowledge, skills, and dispositions to be physically active for a lifetime. Being a QUALIFIED teacher (e.g., Tier 1 or 2 licensure) in the eyes of the state does not necessarily mean that (s)he is an EFFECTIVE teacher.

One last comment on this topic.....Yes, the new tiered licensing system is confusing and further complicated because of specific but currently unknown rules as they go through the rulemaking process. Higher education professionals are continually trying to understand this new system and keeping abreast with policies as they become available. The impact of these licensure policies on teacher preparation programs, school districts, PE programs and students have yet to be seen. However, MNSHAPE must take a proactive approach that requires broad efforts.

5. In higher education, we must not only implement contemporary curriculums that help Future Professionals to prepare K-12 students for their futures as lifelong, physically active movers but also, we must do more to attract and recruit more undergraduate (and graduate students) in physical education and health education teacher preparation programs. Future professional recruitment efforts are broad in nature and the responsibility of all of us, including the practitioner. As a case in point, a freshman at Winona State University (WSU) was identified and encouraged in high school to become a physical education teacher by a MNSHAPE physical education and health teacher (THANK YOU!). This freshman is now a MNSHAPE member, a first-time conference attendee and performing well in the teacher education program. The Higher Education Division hopes that all teacher practitioners, especially at the secondary levels, help identify and encourage potential high school students to consider physical education and health education as a professional career.

If any MNSHAPE member feels that the Higher Education Division can assist with any of their professional needs, please feel free to contact us. Thank you...and happy winter!

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Traditional Square Dance Fundamentals

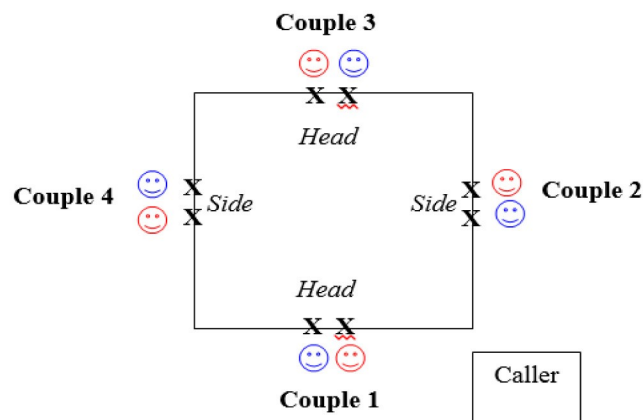
Glenn R. Carlson, University of Wisconsin-Superior

Jane A.K. Carlson, University of Minnesota Duluth

Square formation - Each square formation is composed of two students “couples” on each side of the square with all eight students facing the center. Place eight “X’s” on the floor using floor tape so couples know where to stand to square their set for “home position.”

- **Couple 1** - Always has their back to the caller and music;
- **Couple 2** - Is to the right of couple 1;
- **Couple 3** - Is across from couple 1;
- **Couple 4** - Is to the left of couple 1

Have the “Head Couples,” couples 1 and 3, wear one color pinnies, and the “Side Couples,” couples 2 and 4, wear other color pinnies to assist in couple identification and to distinguish movements to perform.



Basic Calls:

Circle

Definition: Students join hands to form a circle, face slightly right or left as directed, and move forward around the circle the distance directed. When left or right is not specified, it is a circle left.

Beats: Circle one time around-16 beats; $\frac{3}{4}$ around-12 beats; $\frac{1}{2}$ around-8 beats; $\frac{1}{4}$ around-4 beats.

Left Allemande the Corner

Starting Formation: Students faces their corner. Students join left forearms and walk forward around each other for a full turn (360 degrees).

Styling: Arms are held past the wrists, but not past the elbows.

Do-Sa-Do:

Starting Formation: Face your partner or corner (depending on the call).

Definition: Students advance and pass right shoulders. Without turning, each student moves to the right passing in back of the other student. Then moving backwards, students pass left shoulders, returning to starting position.

Styling: Arms in natural dance position, right shoulder forward as right shoulder pass, left shoulder forward as left shoulder pass.

Beats: Partner-6 beats; Corner-6 beats;

Promenade:

Definition: As a unit, the couple walks forward around the circle counterclockwise. They promenade until reaching home. To end, the couple turns as a unit to face the center of the set.

Styling: Right hands on top.

Beat: Promenade one time around-16 beats; ½ around-8 beats.

Weave the Ring:

Definition: A right and left grand with small high fives. Students lead with right shoulders as they pass students on the right, with the left shoulder as they pass dancers on the left.

Beats: 10 (until partner is met on the other side of the circle).

Right and Left Grand:

Definition: Each student faces their partner, join right hands, and pull by. Each moves around the circle and gives a left hand to the next, right to the next, and left to the next until each student meets their partner.

Beat: 10 (until partner is met on other side of circle).

Forward and Back:

Definition: Each student steps forward 3 steps and pauses. Each steps back 3 steps beginning with the free foot and pauses.

Styling: Couples have inside hands joined. As couples meet in the center, outside hands high five other couple.

Beats: 8

Pass Thru:

Definition: Students move forward passing right shoulders with each other. Each ends in the other's starting position but neither dancer changes facing direction.

List of Basic Square Dance Calls:

Information form [Callerlab: The International Association of Square Dance Callers](http://www.callerlab.org/)

<http://www.callerlab.org/>

- | | |
|--------------------------------|--------------------------------------|
| 1. Circle Family | 18. Lead Right |
| 2. Forward and Back | 19. Right and Left Thru |
| 3. Do-sa-do | 20. Grand Square |
| 4. Swing | 21. Star Thru |
| 5. Promenade Family | 22. Circle to a Line |
| 6. Allemande Family | 23. Bend the Line |
| 7. Right and Left Grand Family | 24. All Around the Left Hand
Lady |
| 8. Star Family | 25. See Saw |
| 9. Star Promenade | 26. Square Thru Family |
| 10. Pass Thru | 27. California Twirl |
| 11. Split the Outside Couple | 28. Dive Thru |
| 12. Half Sashay Family | 29. Cross Trail Thru |
| 13. Turn Back Family | 30. Wheel Around |
| 14. Separate Family | 31. Thar Family |
| 15. Courtesy Turn | 32. Shoot the Star |
| 16. Ladies Chain Family | 33. Slip the Clutch |
| 17. Do Paso | |

Failing to Prepare is Preparing to Fail!

With the school year coming to an end, job hunts are starting to begin. Although the purpose of a job interview is to make sure that you are adequately fit for the job position, often times it is actually measuring your interview prowess. In an interview, make sure to sell your skills, knowledge, and experience for the job. This involves showing motivation and enthusiasm towards the recruiter to convince them that you are the right person for the job. These 7 steps will help you be prepared, organized, and get you that much closer to an offer:

1. Research the organization
 - a. Visit the website
 - b. Research background information that may be useful
 - c. Review the organization's mission statement
 - d. Question list
2. Compare your skills and qualifications to the job requirements
 - a. Required skills, knowledge and abilities
3. Prepare your responses
 - a. Think of what to say ahead of time
 - b. Resume based questions
 - c. Behavioral based questions
 - d. Practical questions
4. Dress attire
 - a. Business attire
 - b. Good judgement
 - c. No wrinkles
 - d. Dress to impress
 - e. Good hygiene
5. What to bring
 - a. Resume
 - b. Notepad
 - c. References
 - d. Portfolio if needed
6. Pay attention
 - a. Waiting room behavior
 - b. Confidence when speaking
 - c. Good posture
 - d. Eye contact
 - e. Facial expressions
7. Follow up
 - a. Ask questions
 - b. Cover information not discussed

If you have comments, concerns, or questions please contact:

Vice President - Future Professionals
Alex Kvanli
alexander.kvanli@mnsu.edu

Vice President Elect - Future Professionals
Jacob Morelli
jmorelli13@winona.edu



MNSHAPE Membership Form
(or register online at www.mnshape.org)

Name (first, middle, last) _____

Home Address _____

Home City _____ State _____ Zip _____

Home Telephone _____

School Where you Teach _____

Work Address _____

Work City _____ State _____ Zip _____

Work Telephone _____

Email Address _____

Years in the Profession _____

MEMBERSHIP CATEGORIES (Select One)

- Professional Member \$40.00
- JRFH/HFH Coordinator \$30.00 (\$10.00 discount off professional membership for coordinators)
- Student Member \$25.00
- Retired Member \$25.00 Year Retired _____
- Associate Member \$40.00
- Lifetime Member \$800

PAYMENT METHOD

- Personal Check **(Make check payable to MNSHAPE)**
- Institutional Check **(Make check payable to MNSHAPE)**

Mail to: Nancy Christensen
25673 Muskrat Lake Drive
Detroit Lakes, M 56501
218-847-9769 (Home)
218-846-2416 (Fax)

QUESTIONS: Call Nancy Christensen at 218-847-9769 or email nancy1485@gmail.com

MNSHAPE Executive Director
 Nancy Christensen
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WWW.MNSHAPE.ORG

Loon Lines

February 2018

MNSHAPE

MNSHAPE is a school-based professional association that provides professional services and resources for teachers, organizations and individuals to provide quality programs.

MNSHAPE is dedicated to improving the skills, knowledge, health and well-being of all Minnesota Students.

Contact information for MNSHAPE Board of Directors is posted on www.mnshape.org

MNSHAPE Executive Committee

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Executive Director	Nancy Christensen	(218) 847-9769	executivedirector@mnshape.org nancy1485@gmail.com

The mission of the MNSHAPE newsletter is to inform health, physical education, recreation, and dance professionals in Minnesota about their professional organization's activities and the opportunities available for participation. If you have questions, concerns or comments on the contents or layout of this newsletter please email Amy Knopf at aknopf@detlakes.k12.mn.us. You can also access this newsletter in PDF format on the web at www.mnshape.org.