

LAHPERD MODEL SCHOOL APPLICATION

Thank you for your interest in the LAHPERD Model School Recognition Program! With the rise in obesity and life-threatening diseases and the increase in sedentary lifestyles, there is not a more important time to be concerned with lifetime health and fitness. LAHPERD would like to recognize the efforts of physical education programs that address these serious health issues, provide meaningful learning opportunities for all children, and teach the knowledge and skills necessary to enjoy and take part in life long physical activity. Please take the time to complete and submit your application to be considered a LAHPERD Model School.

Applicant Responsibilities:

1. Complete and sign the application form (required)
2. Complete the evaluation of criteria form (required)
3. Complete a written narrative that includes:
 - a general description of “the big picture” of your school and the physical education program (required)
 - a narrative that provides evidence for each criteria in the order that they are listed on the evaluation form. List the criteria and follow it with the brief description (required)
 - **the general description and narrative should be typed, using 12 point font, single spaced and should not exceed four pages**
4. Create a video to be viewed by the committee that contains footage of your school and a complete teaching lesson that showcases your program with the physical education students. (required)
5. Provide samples of evidence that help clarify parts of the narrative description. Examples include sample documents and photos (optional)
6. Attach a check or money order in the amount of \$20.00 for the application fee (required)
7. Agreement (if recognized) to participate as a co-presenter with other model school award recipients at the following LAHPERD convention to share ideas and suggestions with others for being a model school
8. A site visit by committee team members is a possibility

Model Schools Recognized will receive:

1. Recognition at the awards luncheon during the LAHPERD Convention
2. An invitation to the principal of the model school and to the physical education supervisor and/or superintendent of the model school to attend and be recognized at the LAHPERD awards luncheon during the LAHPERD Convention.
3. A LAHPERD Model School certificate
4. A LAHPERD Model School flag to be flown at the school
5. A press release article submitted to the local newspaper about the school’s physical education program and the award

LAHPERD MODEL SCHOOL APPLICATION FORM

Please type or print legibly

SCHOOL _____

Address _____

City _____ Zip Code _____

Elementary _____

Middle School _____
(please put grade levels in the appropriate blank)

High School _____

Contact Person

Name: (first) _____ (last) _____

Address: (if different from above) _____

City _____ Zip Code _____

Phone:
(home) _____ (work) _____

Fax: _____ **e-mail:** _____

Principal

Name: (first) _____ (last) _____

Phone: (work) _____ **Fax:** _____

E-Mail: _____

Superintendent/Supervisor of Schools

Name: (first) _____ (last) _____

Office Address _____

City _____ Zip Code _____

Phone: (work) _____ **Fax:** _____

E-Mail: _____

List the Names of all Physical Education Teachers in Your Department

1. _____

2. _____

3. _____

4. _____

5. _____

Number of Students Enrolled in the School: _____

Local Newspaper

Name of Paper: _____

Attention to: _____

Address: _____

City: _____ **Zip Code:** _____

Phone: _____ **Fax:** _____

E-Mail: _____

I verify that the information and documentation of evidence provided in this packet is accurate to the extent of my knowledge and that of my faculty.

Signature of Contact Person

Date

Signature of Principal

Date

Enclose a check or money order made payable to LAHPERD for \$20.00 and send it in with your materials.

Send check and application materials to:

Helene Afeman

Department of Kinesiology

112 Huey Long Field House

Baton Rouge, La. 70803

Deadline for application materials: MAY 1

MODEL SCHOOL PROGRAM RECOGNITION REQUIREMENTS FORM

1 = NOT IN PRACTICE 2 = SOMETIMES IN PRACTICE 3 = OFTEN IN PRACTICE 4 = ALWAYS IN PRACTICE

TEACHER QUALIFICATIONS SCORE

All who teach physical education have a degree in physical education	
All who teach physical education have a current state license/certificate to teach physical education in the state	
At least one physical education teacher is certified in First Aid/CPR	
TOTAL	

Possible Documentation:

1. List all physical education teachers, and for each teacher list all degrees that each teacher holds as well as noting state certification status

TIME ALLOCATION

Elementary students participate in regular, structured physical education classes throughout the year	
Elementary students attend three class periods per week for the entire school year	
Middle school students are required to have physical education classes in grades 6-8 and participate for a minimum of 225 minutes per week or the equivalent for block scheduling	
High school students are required to have physical education in grades 9 and 10 and participate for a minimum of 225 minutes per week or the equivalent for block scheduling, and are given the opportunity to elect physical education in grades 11 and 12	
The physical education teacher has a daily preparation period to provide time for planning, communication, record keeping, assessment, and cross-curricular planning with teachers of other subjects	
Students are not allowed to waive or opt out of physical education, nor are they allowed to receive credit by alternative means (including athletics)	
SCORE	

Possible Documentation:

1. List of classrooms at all grade levels and a one week PE schedule for every class of students.
2. A document showing that the number of students enrolled in the school corresponds with the number of students enrolled in PE
3. A document displaying the requirements for physical education and specifically addressing the issue of substituting other activities for physical education

PROFESSIONAL DEVELOPMENT/INVOLVEMENT

All physical education teachers are current members of LAHPERD	
At least 50% of physical education staff have attended LAHPERD convention within the last year	
At least 50% of physical education staff have participated in at least two (besides LAHPERD convention) physical education-related professional development activities in the past year	
SCORE	

Possible Documentation:

1. List all staff members who have participated in professional development activities in the past 12 months only.
2. Indicate the name, date and time of the professional development activity that was attended

FACILITIES

Sufficient indoor and outdoor facilities are provided to accommodate the number of class sections and students scheduled during each class period. In middle and high school, it is suggested that schools have the following facilities: hard surface outdoor area, gymnasium, dirt and turf area, locker rooms, classroom(s), storage rooms, teachers' offices, and access to a computer lab.	
Physical education is taught in a dedicated facility – one that is not shared with other activities and free from distractions and people passing through	
Indoor and outdoor facilities are free of hazards so that students can participate safely in physical education	
Drinking fountains are readily accessible for rehydration during and after physical education	
Office space is provided for the physical education teacher so that students may have convenient access to their teacher	
TOTAL	

Possible Documentation:

1. Describe the physical education teaching facilities (indoor and outdoor)
2. Describe provisions to continue learning activities during inclement weather or sharing of facilities

EQUIPMENT

Adequate funds for the purchase and maintenance of supplies and equipment are provided on a yearly basis	
The budget for the purchase of supplies and equipment is developed jointly by the physical education teachers and the school administrators	
Ample equipment and supplies are provided so that all students are able to maximize time-on-task and have all the practice necessary for becoming competent with skills	
All equipment is maintained in good repair, and the annual budget provides for the repair and maintenance of all equipment used in the physical education program	
TOTAL	

Possible Documentation:

1. Describe how the equipment inventory is adequate to teach the curriculum and how it successfully provides for maximum participation

CLASS SIZE

Class size is consistent with those of other subject areas and is flexible enough to provide for differences in interest, levels of maturity, size, abilities and needs	
Physical education classes meet the ideal teacher to student ratio, which is 1:25 for elementary schools and 1:30 for middle and high schools	
TOTAL	

Possible Documentation:

1. Provide a description of the number of students assigned to each teacher for each class

CURRICULUM

A written curriculum based on NASPE <i>National Standards for Physical Education(2004)</i> and state standards that is comprehensive, inclusive, progressive, and sequential is designed to guide appropriate physical education at all grade levels	
All physical education teachers develop and use yearly, unit and daily lesson plans	
Grade level content standards are challenging, demonstrable, and relevant to learning essential concepts	
The curriculum provides opportunities for students to recognize the benefits of regular physical activity	
The curriculum allows students to integrate knowledge of kinesthetic experiences with concepts taught in the areas of health education, language arts, math, social sciences, science, technology education and vocational education	
Respect for diversity is taught and practiced	
Lesson planning includes adequate time and opportunity for every student to have enough trials and adequate practice time to learn skills	
Physical education teachers provide a variety of age-appropriate activities that include but are not limited to health-related fitness; individual, dual, and group games and sports; rhythms and dance; and gymnastics	
Physical education teachers use at least one technology-based instructional strategy (e.g., computerized fitness testing, pedometers, heart rate monitors, videotaping student performance, internet)	
TOTAL	

<p>Possible Documentation:</p> <ol style="list-style-type: none"> 1. Briefly describe the elements of the physical education curriculum, including a description, rationale, and objectives for student learning 2. Provide a photocopy of a one-page yearly block plan 3. Provide a sample of a daily lesson plan

ASSESSMENT

Assessment is an ongoing component of instruction that guides the teaching of concepts and skills to facilitate student understanding	
A variety of authentic assessment techniques are used for determining individual differences, needs of students, and achievement of learning outcomes	
Evaluation of student performance is criterion based and focuses on changes in performance	
Evaluation of student achievement within the psychomotor, cognitive, and affective domains is based on multiple measures and on a variety of assessment tools that are developmentally appropriate	
TOTAL	

<p>Possible Documentation:</p> <ol style="list-style-type: none"> 1. Describe each teacher's assessment plan to evaluate student learning or skill improvement 2. Provide a few samples of assessment options used by teachers
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STUDENTS WITH DISABILITIES

Physical education teachers utilize instructional practices that enable individuals with disabilities to practice movement skills/forms in meaningful ways	
TOTAL	

Possible Documentation:

1. Describe how each teacher plans and provides for students with disabilities

PARENT COMMUNICATION

Parents receive written progress reports at least once a quarter and at least on other form of communication (year plan, newsletter, website)	
TOTAL	

Possible Documentation:

1. Provide samples of communication documents between physical education staff and parents

STUDENT HEALTH AND SAFETY

Physical education teachers are provided at the beginning of the school year with information about students' health conditions relevant to physical education/activity	
There is a district/school/department written emergency plan for responding to and documenting injuries and other health-related incidents in physical education	
There is a process for monitoring and maintaining hazard-free facilities and reporting and repairing hazardous situations	
TOTAL	

Possible Documentation:

1. Describe how physical education teachers are formally appraised of students' health/physical limitations that affect participation in physical education

PROGRAM IMPROVEMENT/EVALUATION

Physical education teachers solicit and act on student and parent feedback about the physical education program	
There is regular periodic performance evaluation of teachers by the appropriate administrator to include planning, instructional practices, and use of assessment	
There is regular periodic evaluation by administrators of curriculum, facilities and equipment	
Physical education teachers reflect on teaching practices and combine self evaluation with peer feedback to improve instruction	
TOTAL	

Possible Documentation:

1. Provide a schedule of evaluation and a summary of the most recent evaluation
2. Describe how the feedback from the evaluation was received and used by individual teachers
3. Provide a copy of the evaluation instrument used