**PROCEDURE FOR APPLICATION**

Note: Only individual buildings may apply. District applications will not be accepted.

To apply for KAHPERD Model School Award, the following process must be followed:

1. Complete the KAHPERD Model School Program application form.
2. Submit:

* A typed letter of support from the building principal.
* Vitae for each of the physical education staff members including type of teaching certificate(s) held, professional growth history (workshops, conventions, graduate work), and professional memberships.
* 3 hard copies or a pdf file of documentation that supports the rubric criteria

1. Mail a completed application packet to the address below no later than February 1st.

If you have questions about the Model School Program, please call or email:

**Ursula Kissinger at 913.845.2290**

[UKissinger@tong464.org](mailto:UKissinger@tong464.org)

Send all materials to **Ursula Kissinger at 304 Shawnee/ PO Box 219/ Tonganoxie, KS 66086**.

**MODEL SCHOOL PROGRAM TIMELINE**

February 1 Application Documentation Deadline

February Review Applications

Select Schools for On-site Visits

March-April On-site Visits

Select Model Schools

May 15 Recognition Notification Letter Sent

November Recognition at KAHPERD Convention

**KAHPERD MODEL SCHOOL PROGRAM**

**APPLICATION FORM**

This application form is intended to provide information about the school that offers a model program of physical education. The Kansas Association of Health, Physical Education, Recreation, and Dance believe that a school providing programs of excellence in physical education should be recognized by the professional organization (KAHPERD).

**SCHOOL DISTRICT:** Click here to enter text. **U.S.D. #**Click here to enter text.

**SCHOOL:** Click here to enter text.

**NAME:**Click here to enter text.

**PHONE:**Click here to enter text. **SCHOOL ENROLLMENT:** Click here to enter text.

**PRINCIPAL**: Click here to enter text.

***PHYSICAL EDUCATION INFORMATION:***

**PHYSICAL EDUCATION TEACHER(S):**Click here to enter text.

**EMAIL:** Click here to enter text.

**AVERAGE PHYSICAL EDUCATION CLASS SIZE**Click here to enter text.

**CO-ED CLASSES?** ☐**Yes** ☐**No**

**AVERAGE CLASS SIZE FOR OTHER SUBJECT AREAS** Click here to enter text.

***PE Contact Time:***

# Minutes Per DayClick here to enter text. # Days Per Week Click here to enter text.

☐Quarterly ☐SemesterClasses ☐Year Long

**Application completed by:** Click here to enter text. **Position:** Click here to enter text.

**RETURN APPLICATIONS BY FEBRUARY 1st TO:**

Ursula Kissinger, 304 Shawnee, Tonganoxie, KS 66086 or email [UKissinger@tong464.org](mailto:UKissinger@tong464.org)

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| **Model School Award Rubric** | | | |
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| **Component** | **Criteria** |  |  |
|  | **GOLD** | **SILVER** | **BRONZE** |
| **Time** | Physical education is schedule for 25 minutes or longer for elementary levels or for 45 minutes or longer for middle & high school levels. | Physical education is scheduled for 20-24 minutes for elementary levels or for 30-44 minutes for middle and high school levels. | Physical education is schedule for 22-24 minutes or longer for elementary levels or for 30-44 minutes or longer for middle & high school levels. |
| Participation in physical education class occurs on a daily basis OR participation in physical education occurs 2 to 3 days a week AND the physical educator provides a program which fosters daily physical activity for all students. | Participation in physical education class occurs 2 to 3 days per week AND the physical educator provides a program which fosters daily physical activity for all students. | Participation in physical education class occurs on a daily basis OR participation in physical education occurs 2 to 3 days a week. |
| **Possible Documentation:** 1) a one week Physical Education schedule; 2) proof of programs (Let's Move Active Schools, Fuel Up to Play 60, Team Nutrition, Action for Healthy Kids, etc) which foster daily physical activity for all students before, during, and/or after school. | | | |
| **Title IX Compliance/ Student to teacher ratio** | All physical education classes are grouped coeducationally for instruction. | More than half of the physical education classes are grouped coeducationally for Instruction. | All physical education classes are grouped coeducationally for instruction. |
| Student to teacher ratio in physical education class meets the same criteria as the classroom teacher | Student to teacher ratio in physical education class is not higher than 1:5. | Student to teacher ratio in physical education class is greater than 1:5 but has Para assistance. |
| **Possible Documentation**: List of classroom teacher(s) and students in each class (mark out last names). | | | |
| **Professional Involvement** | 100% of teachers are members of KAHPERD, routinely participate in KAHPERD functions, and are registered as a "Let's Move! Active School". | 75% of teachers are members of KAHPERD, routinely participate in KAHPERD functions, and are registered as a "Let's Move! Active School". | Less than 75% of the teachers are a member of KAHPERD and routinely participates in KAHPERD functions. |
| **Possible Documentation:** 1) List of all teachers in the department who are members of KAHPERD; 2) Documentation of LMAS; 3) Documentation of KAHPERD functions or activities. | | | |
| **Professional Growth** | All physical education teachers routinely participate in physical education-related professional development activity (within the past 12 months). | All physical education teachers periodically participate in physical education-related professional development activity (within the past 12 months). | The physical education teachers routinely participate in physical education-related professional development activity (within the past 18 months). |
| Evidence exists that all teachers apply information & skills acquired through professional development opportunities. | Evidence exists that some teachers apply information & skills acquired through professional development opportunities. | Evidence exists that the teacher applies information & skills acquired through professional development opportunities. |
| **Possible Documentation:** For each teacher indicate the title of the activities attended, brief description, documentation of attendance (certificate, receipt), date and provider; 2) Lesson plan or other proof of application of information/ skills. | | | |
| **Facilities & Equipment** | Facility provides optimal learning setting for physical education. | Facility provides adequate learning setting for physical education. | Facility provides adequate learning setting for physical education. |
| There is a process for monitoring and maintaining hazard free facilities and reporting and repairing hazardous situations. | There is a process for monitoring and maintaining hazard-free facilities and reporting and repairing hazardous situations. | There is a process for monitoring and maintaining hazard free facilities and reporting and repairing hazardous situations. |
| There is an extensive variety of equipment in sufficient quantities to facilitate maximum learning and practice time for all students. | There is sufficient equipment to facilitate maximum learning & practice time for all students. | There is an extensive variety of equipment in sufficient quantities to facilitate maximum learning and practice time for all students. |
| **Possible Documentation:** 1) Describe the physical education teaching facilities (indoor and outdoor - possible pictures); and 2) provide a chart of teacher assignments (if more than one teacher during a given period); 3) Provide documentation of monitoring equipment and reporting hazards. | | | |
| **Curriculum** | All physical education teachers use a written, sequential, progressive, inclusive curriculum that aligns with the school district’s program of studies and reflect the national standards. | All physical education teachers use a written, sequential, progressive, inclusive curriculum that aligns with the school district’s program of studies and reflect the national standards. | The physical education teacher uses a written, sequential, progressive, inclusive curriculum that aligns with the school district’s program of studies. |
| Physical education teachers develop and use unit and daily lesson plans. | Physical education teachers develop and use unit and daily lesson plans. | The Physical education teacher develops and uses unit and daily lesson plans. |
| Physical education teachers have a year plan that follows the physical education curriculum. | Physical education teachers have a year plan that follows the physical education curriculum. | The Physical education teacher has a year plan that follows the physical education curriculum. |
| **Possible Documentation:** 1) Do not include entire physical curriculum, only send a photocopy of the front page of curriculum and applicable sample pages which apply to the lesson plans; 2) include 3 lesson plans for a unit; 3) Send a copy of year plan. | | | |
| **Instructional Practices** | Physical education teachers provide a variety of age-appropriate activities that teach motor skills/movement forms and health-related fitness. | Physical education teachers provide a variety of age-appropriate activities that teach motor skills/movement forms and health-related fitness. | Physical education teachers provide a variety of age-appropriate activities that teach motor skills/movement forms and health-related fitness. |
| Physical education teachers use at least two technology-based instructional strategy (e.g., computerized fitness testing, pedometers, step counters, heart rate monitors, videotaping student performance, Internet, iPad, etc.) | Physical education teachers use at least one technology-based instructional strategy (e.g., computerized fitness testing, pedometers, step counters, heart rate monitors, videotaping student performance, Internet, iPad, etc.) | Physical education teacher uses at least one technology-based instructional strategy (e.g., computerized fitness testing, pedometers, step counters, heart rate monitors, videotaping student performance, Internet) |
| **Possible Documentation:** 1) Year long plans and any description or rationale needed to show evidence of a variety of age appropriate activities that teach motor skills/ movement forms and health-related fitness; 2) narrative description of use of technology in classes, and 3) a few samples of student work. | | | |
| **Assessment** | Identified assessment strategies are routinely used to measure student performance of physical education outcomes. | Identified assessment strategies are periodically used to measure student performance of physical education outcomes. | Identified assessment strategies are occasionally used to measure student performance of physical education outcomes. |
| **Possible Documentation:** Narrative describing department formal assessments or assessment plan used by each teacher to evaluate student learning or skills improvement to meet the criteria above. Provide a few samples of assessment used (Fitnessgram, rubrics, etc.) | | | |
| **Communication** | There is strong evidence of parental support. | There is evidence of parental support. | There is evidence of parental support. |
| Teacher disseminates information about the physical education program routinely (monthly). | Teacher disseminates information about the physical education program periodically (quarterly). | Teacher disseminates information about the physical education program occasionally (once or twice per year). |
| **Possible Documentation: 1)** Copies of communication methods used by the teachers); 2) Letter(s) from parents. | | | |
| **Administrative Support** | Administration appears to be very knowledgeable about and supportive of the physical education program. | Administration has demonstrated evidence of becoming more informed about the physical education program. | Administration has demonstrated evidence of becoming more informed about the physical education program. |
| Budget supplies the physical education program with staff, supplies, and equipment to provide a quality physical education program and/ or the physical education teacher works to obtain additional funding. | Budget supplies the physical education program with staff, supplies, and equipment to provide a quality physical education program. | Budget is adequate for the physical education program |
| **Possible Documentation: 1)** Letter from principal concerning the physical education program. 2) Narrative or copies of budget report and/ or additional funding sources (grants, box tops, PTO, etc.). | | | |
| **Including Students with Disabilities (Inclusion)** | The Physical Education program meets the needs of the student with disabilities. | The Physical Education program meets the needs of the student with disabilities. | The Physical Education program meets the needs of the student with disabilities. |
| Collaboration between physical educators and support services occurs routinely or as needed. | Collaboration between physical educators and support services occurs routinely or as needed. | Collaboration between physical educators and support services occurs routinely or as needed. |
| **Possible Documentation:** Narrative or letter from specialist concerning collaboration between physical educator and self. | | | |
| **Integration** | Physical education and classroom teachers routinely plan and deliver integrated instruction. | Integrated concepts and skills from other subject areas are periodically included within physical education. | Integrated concepts and skills from other subject areas are occasionally included within physical education. |
| **Possible Documentation:** Copies of classroom teacher’s year long plans; 2) letter from several teachers stating collaborative planning. | | | |
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