DISCLAIMER

As the primary contact and submitter of this award, I hereby understand and agree to the following:

1. All evidence provided is for the 2017-18 school year to include the summer before for staff development opportunities (Date Range June 2017 - May 2018).

2. I will abide by the criteria and evidence provided within the following application. All past criteria or applications MUST be updated to reflect the 2017-18 application requirements.

3. I was a TAHPERD member during the 2017-18 school year and I am a current TAHPERD member.

4. I have read through the TAHPERD Exemplary School Application FAQs and Helpful Hints found on the TAHPERD Website.

   Agreement  *

   By checking the box to the left, I agree to all of the information provided in the Disclaimer.

Please use the links below to download the files to complete your application.

Downloadable Files:

- Application Checklist [PDF Version]
- Glossary of Terms [PDF Version]
- Roster of Teachers [PDF Version]
- Signature Page [PDF Version]
- Class Enrollment Forms [PDF Version]
- Sample Safety Plan [PDF Version]
- Safety Report Checklist [PDF Version]

**TAHPERD Exemplary School**

**Application Instructions Deadline**

**August 31, 2018**

**1.1.** This prestigious recognition is given to individual school campuses and is valid for a 3 year period. Schools may apply for a higher level of recognition annually. All members of the HPE department should be involved in completing the application.

**1.2.** Review the criteria, required evidence, and application process with the involved parties.

**1.3.** Be sure to determine a realistic time frame to collect evidence and prepare the application portfolio. The applicant’s name on the application form will be the primary contact person between the campus and TAHPERD.

**1.4.** Collect evidence and organize your portfolio according to the numbered criteria. It is the applicant’s responsibility to provide evidence and rationale for meeting each criteria within that criteria’s section. A glossary of terms is included in the application packet to assist in completing the criterion. All evidence will need to be in electronic format and may need to be scanned in order to upload to the online application. Additional resources are available online.
1.5. All documents MUST be created using 12 pt Times New Roman font with 1" margins. No handwritten application forms or narratives will be accepted.

1.6. Incomplete portfolios and portfolios lacking required evidence will not be reviewed.

1.7. Applicants must indicate the level they want to be reviewed for each criteria as well as overall. If applicants do not meet the criteria for the level of award for which they have applied, an alternate level may be awarded if those criteria are met.

1.8. Please carefully review the application process. If there are any questions, please contact Rose Haggerty at rose@tahperd.org. All applications MUST be submitted electronically by August 31, 2018.

1.9. Applications will be reviewed by the Exemplary School Committee of TAHPERD. Award winners will be notified by the TAHPERD Office by October 2018.

1.10. Application submission does not guarantee an award. Non-recipients will be receive feedback and should use it to strengthen the program and future award application submissions.

**Recognition Requirements**

Criteria 1 - 15 are required. Depending on the level you are seeking, Criteria 16 - 19 may be required.

1.1. White (Level 3) – Must meet all 15 required criteria at the White (Level 3) to receive this award. The application requires signatures of the applicant and campus principal.

1.2. Red (Level 2) – Must meet all 15 required criteria and 2 optional criteria at the Red (Level 2) to receive this level award. The application requires signatures of the applicant, campus principal, coordinator or assistant superintendent, and superintendent

1.3. Blue (Level 1) – Must meet all 15 required criteria and 3 optional criteria at the Blue (Level 1) to receive this award. The application requires signatures of the applicant, campus principal, coordinator or assistant superintendent, and superintendent.

* Required Fields- You will need to complete these fields before you can advance through the application.

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White (Level 3) – Must meet all 15 required criteria at the White level to receive this level award. The application requires signatures of the applicant and principal.

Red (Level 2) – Must meet all 15 required criteria and 2 optional criteria at the Red level to receive this level award. The application requires signatures of the applicant, principal, coordinator or assistant superintendent, and superintendent.

Blue (Level 1) – Must meet all 15 required criteria and 3 optional criteria at the Blue level to receive this level award. The application requires signatures of the applicant, principal, coordinator or assistant superintendent, and superintendent.

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Please use the links below to download the files to complete your application.

Downloadable Files:
Criteria 1 - Mission Statement *

- Level 2: Your TAHPERD campus department mission statement is aligned with the school (campus) mission statement. Evidence: Provide a copy of both mission statements. In a narrative, explain how these 2 mission statements are aligned.
- Level 1: Your TAHPERD campus department mission statement is aligned with the school (campus) mission statement and the district mission statement. Evidence: Provide a copy of all 3 mission statements. In a narrative, explain how these 3 mission statements are aligned.

Directions:

Name each mission statement file according to the mission statement type. Ex. HPERD-Department Mission Statement.doc.

You may copy and paste your typed narrative or you may include it as one of your uploaded files.

You will be able to upload multiple files with Upload File button.

Criteria 2 - Curriculum & Instruction – TEKS Based Health *

- Level 3: All teachers use a TEKS based curriculum. Include 5 of the 10 comprehensive school health education curriculum units: 1) mental and emotional health; 2) family and social health; 3) growth and development; 4) nutrition; 5) personal health and physical activity; 6) alcohol, tobacco, and other drugs; 7) communicable and chronic disease; 8) consumer and community health; 9) environmental health; and/or 10) injury prevention and safety. Evidence: Provide your scope and sequence. Include a narrative that describes how your scope and sequence meets the above criteria.
- Level 2: All teachers use a TEKS based curriculum. Include 7 of the 10 comprehensive school health education curriculum units: 1) mental and emotional health; 2) family and social health; 3) growth and development; 4) nutrition; 5) personal health and physical activity; 6) alcohol, tobacco, and other drugs; 7) communicable and chronic disease; 8) consumer and community health; 9) environmental health; and/or 10) injury prevention and safety. Evidence: Provide your scope and sequence. Include a narrative that describes how your scope and sequence meets the above criteria.
- Level 1: All teachers use a TEKS based curriculum. Include 8 of the 10 comprehensive school health education curriculum units: 1) mental and emotional health; 2) family and social health; 3) growth and development; 4) nutrition; 5) personal health and physical activity; 6) alcohol, tobacco, and other drugs; 7) communicable and chronic disease; 8) consumer and community health; 9) environmental health; and/or 10) injury prevention and safety. Evidence: Provide your scope and sequence. Include a narrative that describes how your scope and sequence meets the above criteria.

Directions:

Name each file according to the type. Ex. Health Scope and Sequence.pdf.

You may copy and paste your typed narrative or you may include it as one of your uploaded files.

You will be able to upload multiple files with Upload File button.
Criteria 3 - Curriculum & Instruction – TEKS Based Physical Education

- Level 3: All teachers use a TEKS based curriculum. Include 2 of the 5 following content areas: 1) dance, 2) water safety, 3) sports, 4) fitness training, 5) adventure/outdoor activities. For elementary schools, TEKS based curriculum does not exist for the adventure/outdoor activities content area. However, this content area may be included in your curriculum.

Evidence: Provide your scope and sequence. Include a narrative that describes how your scope and sequence meets the above criterion.

- Level 2: All teachers use a TEKS based curriculum. Include 3 of the 5 following content areas: 1) dance, 2) water safety, 3) sports, 4) fitness training, 5) adventure/outdoor activities. For elementary schools, TEKS based curriculum does not exist for the adventure/outdoor activities content area. However, this content area may be included in your curriculum. Evidence: Provide your scope and sequence. Include a narrative that describes how your scope and sequence meets the above criterion.

- Level 1: All teachers use a TEKS based curriculum that includes all of the following content areas: 1) dance, 2) water safety, 3) sports, 4) fitness training, 5) adventure/outdoor activities. For elementary schools, TEKS based curriculum does not exist for the adventure/outdoor activities content area. However, this content area should be included in your curriculum.

Evidence: Provide your scope and sequence. Include a narrative that describes how your scope and sequence meets the above criterion.

Directions:

Name each file according to the type. Ex. PE Scope and Sequence.pdf.

You may copy and paste your typed narrative or you may include it as one of your uploaded files.

You will be able to upload multiple files with Upload File button.

Criteria 4 - Curriculum & Instruction – Lesson Plans

- Level 3: Each teacher uses daily lesson plans.

Evidence: Provide a lesson plan from each of your chosen units/content areas of instruction in Criteria 2 and 3.

- Level 2: Each teacher uses daily lesson plans which include at least one source of information other than the teacher.

Evidence: Provide a lesson plan from each of your chosen units/content areas of instruction in Criteria 2 and 3. Each lesson plan that you provided must reflect a minimum of one source of information other than the teacher.

- Level 1: Each teacher uses daily lesson plans which include multiple sources of information other than the teacher.

Evidence: Provide a lesson plan from each of your chosen units/content areas of instruction in Criteria 2 and 3. Each lesson plan that you provided must reflect multiple sources of information other than the teacher.
Mark your chosen curricula units/content areas from Criteria 2
- Mental and Emotional Health
- Family and Social Health
- Growth and Development
- Nutrition
- Personal Health and Physical Activity
- Alcohol, Tobacco, and Other Drugs
- Communicable and Chronic Disease
- Consumer and Community Health
- Environmental Health
- Injury Prevention and Safety

Mark your chosen curricula units/content areas from Criteria 3
- Dance
- Water Safety
- Sports
- Fitness Training
- Adventure/Outdoor Activities

Directions:
Name each file according to the type. Ex. Water Safety Lesson Plan.pdf.
You will be able to upload multiple files with Upload File button.

Criteria 4:
Attachments

Criteria 5 - Curriculum & Instruction – Instructional Strategies
- Level 3: Each teacher establishes and implements a variety of instructional strategies and management procedures to maximize instruction and safety. Evidence: Provide a narrative describing how the criteria above is met. Include: 1) instructional strategies; 2) management procedures; and 3) a copy of your classroom rules/guidelines.
- Level 2: Each teacher establishes and implements a variety of instructional strategies and management procedures to maximize instruction; student practice and application time; and safety. Evidence: Provide a narrative describing how the criteria above is met and maximizes learning. Include: 1) instructional strategies; 2) management procedures; 3) a copy of your classroom rules/guidelines; 4) student practice and application time; 5) safety.
- Level 1: Each teacher establishes and implements a variety of instructional strategies and management procedures to maximize instruction; student practice and application time; safety; and addresses varying student learning styles. Evidence: Provide a narrative describing how the criteria above is met to maximize learning and participation by addressing different learning styles. Include: 1) instructional strategies; 2) management procedures; 3) a copy of your classroom rules/guidelines for your class; 4) student practice and application time; 5) safety.

Directions:
Name each file according to the type. Ex. Instructional Strategies.pdf.
You may copy and paste your typed narrative or you may include it as one of your uploaded files.
You will be able to upload multiple files with Upload File button.

Criteria 5:
Attachments

Criteria 6 - Curriculum – Coordinated School Health Program/Health
Elementary: Level 3: Implement a Coordinated School Health Program (CSHP). Evidence: Provide a narrative describing how the criteria above is met. Include the name of the CSHP and how you are implementing the health component.

Elementary: Level 2: Implement a Coordinated School Health Program plus (1) evidence-based health program (i.e. Character Ed, etc.). Evidence: Provide a narrative describing how the criteria above is met. Include the name of the CSHP and how you are implementing the health component.

Elementary: Level 1: Implement 1 Coordinated School Health Program plus (2) evidence-based health curricula (i.e. Character Ed, etc.). Evidence: Provide a narrative describing how the criteria above is met. Include the name of the CSHP and how you are implementing the health component.

Middle School: Level 3: Implement one (1) Coordinated School Health Program (CSHP). Evidence: Provide a narrative describing how the criteria above is met. Include the name of the CSHP and how you are implementing the health portion or a course description for the middle/junior high health course.

Middle School: Level 2: Implement one (1) Coordinated School Health Program plus one (1) evidence-based health curriculum (i.e. Character Ed, etc.). Evidence: Provide a narrative describing how the criteria above is met. Include the name of the CSHP and how you are implementing the health portion or a course description for the middle/junior high health course.

Middle School: Level 1: Implement one (1) Coordinated School Health Program plus two (2) evidence-based health curricula (Character Ed, etc.). Evidence: Provide a narrative describing how the criteria above is met. Include the name of the CSHP and how you are implementing the health portion or a course description for the middle/junior high health course.

High School: Level 3: Requires a TEKS based health course.

Evidence: Provide a copy of your current high school graduation plan and the course description for the high school health course.

High School: Level 2: Requires a TEKS based health course and one (1) evidence-based health program (i.e. Choosing the Best, Planet Health, Character Ed, etc.)

Evidence: Provide a copy of your current high school graduation plan and the course description for the high school health course + a narrative describing how the one (1) evidence-based program is implemented.

High School: Level 1: Require a TEKS based health course and two (2) evidence-based health programs. (i.e. Choosing the Best, Planet Health, Character Ed., etc.)

Evidence: Provide a copy of your current high school graduation plan and the course description for the high school health course + a narrative describing how the two (2) evidence-based programs are implemented.

Directions:

Name each file according to the type. Ex. HS-Graduation Plan.pdf.

You may copy and paste your typed narrative or you may include it as one of your uploaded files.

You will be able to upload multiple files with Upload File button.

Criteria 6: Attachments

Narrative

Criteria 7 - Curriculum – Physical Education
Elementary: Level 3: Every student receives 135 minutes PER WEEK or 30 minutes a day of TEKS based, structured physical activity plus a TEA approved Coordinated School Health Program. Evidence: Provide a narrative describing how the criteria above is met. Include: 1) copy of the schedule; 2) how state required minutes are met; and 3) how you are implementing the physical education component of the CSHP.

Elementary: Level 2: Every student receives 135 minutes PER WEEK or 30 minutes a day of TEKS based, structured physical activity plus a TEA approved Coordinated School Health Program and a Heart Healthy event. Evidence: Provide a narrative describing how the criteria above is met. Include: 1) copy of the schedule; 2) how state required minutes are met; 3) how you are implementing the physical education component of the CSHP; and, 4) describe the Heart Healthy event to include the number of participants and future plans.

Elementary: Level 1: Every student receives 135 minutes PER WEEK or 30 minutes a day of TEKS based, structured physical activity plus a TEA Coordinated School Health Program, plus a Heart Healthy event, plus a Coordinated School Health event. Evidence: Provide a narrative describing how the criteria above is met. Include: 1) copy of the schedule; 2) how state required minutes are met; 3) how you are implementing the physical education component of the CSHP; 4) describe the Heart Healthy event to include the number of participants and future plans; and 5) describe the Coordinated School Health Program event to include number of participants and future plans.

Middle School: Level 3: At least four semesters of Physical Education (or 225 minutes over 2 weeks if block scheduling occurs) is required plus a TEA approved Coordinated School Health Program. Evidence: Provide a narrative describing how the criteria above is met. Include: 1) copy of the schedule; 2) a policy stating how the state requirement is met; and 3) how you are implementing the physical education portion of the CSHP.

Middle School: Level 2: At least four semesters of Physical Education (or 225 minutes over 2 weeks if block scheduling occurs) is required plus a TEA approved Coordinated School Health Program, plus a Heart Healthy event. Evidence: Provide a narrative describing how the criteria above is met. Include: 1) copy of the schedule; 2) a policy stating how the state requirement is met; and 3) how you are implementing the physical education component of the CSHP.

Middle School: Level 1: At least four semesters of Physical Education (or 225 minutes over 2 weeks if block scheduling occurs) is required plus a TEA approved Coordinated School Health Program, plus a Heart Healthy event, plus a Coordinated School Health Event. Evidence: Provide a narrative describing how the criteria above is met. Include: 1) copy of the schedule; 2) a policy stating how the state requirement is met; and 3) how you are implementing the physical education component of the CSHP; 4) describe the Heart Healthy event to include how many participants and future plans; and 5) describe the Coordinated School Health Program event to include number of participants and future plans.

High School: Level 3: Require one (1) credit of physical education. Evidence: Provide a copy of your current high school graduation plan and the course descriptions for the high school physical education courses.

High School: Level 2: Require one (1) credit of physical education to include half (.5) credit of Foundations of Personal Fitness, plus conducts a Heart Healthy event. Evidence: Provide a copy of your current high school graduation plan and the course descriptions for the high school physical education courses and describe the Heart Healthy event which includes the number of participants and future plans for implementation.

High School: Level 1: Require one (1) credit of physical education to include half (.5) credit of Foundations of Personal Fitness, plus conducts a Heart Healthy event, plus hold a Coordinated School Health event. Evidence: Provide a copy of your current high school graduation plan and the course descriptions for the high school physical education courses plus describe the Heart Healthy event to include how many participants and future plans and describe the Coordinated School Health Program event to include number of participants and future plans.

Directions:

Name each file according to the type. Ex. HS-Graduation Plan.pdf.

You may copy and paste your typed narrative or you may include it as one of your uploaded files.

You will be able to upload multiple files with Upload File button.
Criteria 8 - Student Assessment and Evaluation

- Level 3: All teachers assess students based on fitness (grades 3-12) and achievement of knowledge and skills (grades K-2). Evidence: Provide a narrative describing how the criteria above is met. State the assessment tools used and how they align with the district grading policy.

- Level 2: All teachers assess students based on fitness (grades 3-12) and achievement of knowledge and skills (grades K-2). In addition, all teachers provide performance expectations for assessing student achievement of knowledge and skills. Evidence: Provide a narrative describing how the criteria above is met. Include: 1) the assessment tools used; 2) how they align with the district grading policy; 3) how performance expectations are communicated to the student.

- Level 1: All teachers assess students based on fitness (grades 3-12) and achievement of knowledge and skills (grades K-2). In addition, all teachers provide performance expectations for assessing student achievement of knowledge and skills, and provide feedback to students regarding personal performance of student achievement of knowledge and skills. Evidence: Provide a narrative describing how the criteria above is met. Include: 1) the assessment tools used; 2) how they align with the district grading policy; 3) how performance expectations are communicated to the student; 4) how performance expectations and feedback are communicated to the student.

Directions:

Name each file according to the type. Ex. Student Assessment.pdf.

You may copy and paste your typed narrative or you may include it as one of your uploaded files.

You will be able to upload multiple files with Upload File button.

Criteria 9 - Teacher Qualifications

- Level 3: At least one (1) teacher is certified in the HPERD content area and anyone instructing or monitoring students in an HPERD setting must be certified in CPR/AED. Evidence: At least one (1) teacher in the HPERD content area will submit a copy of the HPERD teaching certificate and all teachers and teacher assistants listed on the application roster (Roster of Teachers) will include a copy of their CPR/AED certificate/card. Include an additional copy of the required Roster of Teachers as evidence for this criteria.

- Level 2: At least 50% of those who teach are certified in the HPERD content area and anyone instructing or monitoring students in an HPERD setting must be certified in CPR/AED. Evidence: At least 50% of the teachers teaching in the HPERD content area must submit a copy of their HPERD teaching certificate and all teachers listed on the application roster (Roster of Teachers) must include an additional copy of their CPR/AED /card. Include an additional copy of the required Roster of Teachers as evidence for this criteria.

- Level 1: 100% of those who teach are certified in the HPERD content area and anyone instructing or monitoring students in an HPERD setting must be certified in CPR/AED. Evidence: 100% of the teachers teaching in the HPERD content area must submit a copy of their HPERD teaching certificate/card and all teachers listed on the application roster (Roster of Teachers) must include an additional copy of their CPR/AED certificate. Include an additional copy of the required Roster of Teachers as evidence for this criteria.

Directions:

Name each file according to the type. Ex. Smith HPERD Teaching Certificate.pdf.

Also upload your original roster of teachers.

You will be able to upload multiple files with Upload File button.
Criteria 10 - Professional Development

- Level 3: All teachers listed on the Roster of Teachers have participated in at least one (1) HPERD (content related) professional development workshop/conference within the last 12 months. (CPR certification does not apply.) Evidence: Provide a copy of documentation such as certificates, transcript, PDC form. Include an additional copy of the required Roster of Teachers as evidence for this criteria.

- Level 2: All teachers listed on the Roster of Teachers have participated in at least two (2) HPERD (content related) professional development workshop/conference within the last 12 months. (CPR certification does not apply.) Evidence: Provide a copy of documentation such as certificates, transcript, PDC form. Include an additional copy of the required Roster of Teachers as evidence for this criteria.

- Level 1: All teachers listed on the Roster of Teachers have participated in at least three (3) HPERD (content related) professional development workshop/conference within the last 12 months. (CPR certification does not apply.) Evidence: Provide a copy of documentation such as certificates, transcript, PDC form. Include an additional copy of the required Roster of Teachers as evidence for this criteria.

Directions:

Name each file according to the type. Ex. Smith Inservice Certificate.pdf.

Also upload your original roster of teachers.

You will be able to upload multiple files with Upload File button.

Criteria 10: Attachments

Criteria 11 - Professional Involvement

- Level 3: At least one of all who teach/assist (Roster of Teachers) in an HPERD area are a current TAHPERD member. Evidence: Provide a copy of current membership card. Include an additional copy of the required Roster of Teachers as part of your evidence for this criteria.

- Level 2: At least 50% of all who teach/assist (Roster of Teachers) in an HPERD area are a current TAHPERD member. Evidence: Provide a copy of current membership card. Include an additional copy of the required Roster of Teachers as part of your evidence for this criteria.

- Level 1: 100% of all who teach/assist (Roster of Teachers) in an HPERD area are a current TAHPERD member. Evidence: Provide a copy of current membership card. Include an additional copy of the required Roster of Teachers as part of your evidence for this criteria.

Directions:

Name each file according to the type. Ex. HPERD-Smith Membership Card.pdf.

Also upload your original Roster of Teachers.

You will be able to upload multiple files with Upload File button.

Criteria 11: Attachments

Criteria 12 - Teacher to Student Ratio

- Level 3: Teacher to student ratio is greater than 1 HPERD certified teacher to 45 students (1:45). However, the State required safety plan is documented and implemented. Evidence: 1) Complete one Class Enrollment Form (provided) for each teacher on Roster of Teachers, 2) your school’s safety plan for greater than 1:45 ratio is signed by campus principal, 3) one para-certified para-professional may count in teacher-student ratio: 1 para for each additional 25 students above 45 – maximum of two para-professionals allowed.

- Level 2: Teacher to student ratio of 1:45 or less. Evidence: Complete one Class Enrollment Form (provided) for each teacher on Roster of Teachers (para-professionals do not count in ratio).

- Level 1: Teacher to student ratio of 1:30 or less. Evidence: Complete one Class Enrollment Form (provided) for each teacher on Roster of Teachers (para-professionals do not count in ratio).

**CLASS COUNTS SHOULD BE REFLECTIVE OF CLASS SIZE ON DISTRICT REPORTED "TEA Snap Shot Day"**

Directions:

Name each file according to the type. Ex. HPERD-Class Enrollment.pdf.

You will be able to upload multiple files with Upload File button.
Please use the links below to download the files to complete your application.

Downloadable Files:
Application Checklist PDF Version | Word Version
Glossary of Terms PDF Version | Word Version
Roster of Teachers PDF Version | Word Version
Signature Page PDF Version | Word Version
Class Enrollment Forms PDF Version | Word Version
Sample Safety Plan PDF Version | Word Version
Safety Report Checklist PDF Version | Word Version

Criteria 12:
Attachments

Upload a File

Criteria 13 - Facility and Equipment

Level 3: There is an assigned location in a safe environment for all physical education, recreation and dance classes. Evidence: Provide a narrative describing how the criteria above is met relating to teaching area and equipment. Provide a diagram that includes the teaching areas provided in the narrative. Identify the square footage for each teaching area defined in your narrative. Do not provide photographs.

Level 2: There is an assigned location in a safe environment for all physical education, recreation and dance classes. There is no cancellation of these classes due to use of facilities by other programs. Evidence: 1) Provide a narrative describing how the criteria above is met relating to teaching area and equipment. Provide a diagram that includes the teaching areas provided in the narrative. Identify the square footage for each teaching area defined in your narrative. Do not provide photographs. 2) Include in the narrative the process for reassigning scheduled facilities in situations that may cause alternate instructional plans such as school wide programs/assemblies and inclement weather. Indicate how many times PE classes have been cancelled due to use of facilities by other programs. 3) Complete the check list of safety items in each previously defined teaching area.

Level 1: There is an assigned location in a safe environment for all health, physical education, recreation and dance classes, no cancellation of these classes due to use of facilities by other programs, and an extensive variety of equipment, teaching tools and safety equipment (AED, etc.) are available. Do not send photographs. Safety inspections and analysis are conducted annually. Evidence: 1) Provide a narrative describing how the criteria above is met relating to teaching area and equipment. Provide a diagram that includes the teaching areas provided in the narrative. Identify the square footage for each teaching area defined in your narrative. Do not provide photographs. 2) Include in the narrative the process for reassigning scheduled facilities in situations that may cause alternate instructional plans such as school wide programs/assemblies and inclement weather. Indicate how many times PE classes have been cancelled due to use of facilities by other programs. 3) Complete the check list of safety items in each previously defined teaching area. 4) Provide a copy of your equipment inventory to include safety equipment such as AEDs.

Directions:
Name each file according to the type. Ex. Safety Checklist.pdf.
You may copy and paste your narrative or you may include it in your uploaded files.
You will be able to upload multiple files with Upload File button.

Please use the links below to download the files to complete your application.

Downloadable Files:
Application Checklist PDF Version | Word Version
Glossary of Terms PDF Version | Word Version
Roster of Teachers PDF Version | Word Version
Signature Page PDF Version | Word Version
Class Enrollment Forms PDF Version | Word Version
Sample Safety Plan PDF Version | Word Version
Criteria 13: Attachments

Narrative

Criteria 14 - Including Students with Disabilities *

- Level 3: All teachers have a plan for appropriate instruction, including individuals with disabilities to participate in the least restrictive environment. Evidence: Provide a narrative describing how the criteria above is met. Include accommodations and/or modifications for students with disabilities. Do not include student individualized education plans (IEPs).

- Level 2: All teachers have a plan for appropriate instruction, including individuals with disabilities to participate in the least restrictive environment. Evidence: Provide a narrative describing how the criteria above is met. Include: 1) procedures for accommodating students with disabilities; 2) policies, scheduling and inclusion options. Provide a sample form and lesson plan describing those accommodations and/or modifications.

- Level 1: All teachers have a plan for appropriate instruction, including individuals with disabilities to participate in the least restrictive environment and include one evidence-based program (i.e. Special Olympics, Paralympics, etc.). Evidence: Provide a narrative describing how the criteria above is met. Include: 1) procedures for accommodating students with disabilities; 2) policies, scheduling and inclusion options; 3) sample form and lesson plan describing those accommodations and/or modifications; 4) name and describe the evidence-based program.

Directions:

Name each file according to the type. Ex. Narrative-including students with disabilities.pdf.

You may copy and paste your narrative or you may include it in your uploaded files.

Criteria 14: Attachments

Narrative

Criteria 15 - Teacher Evaluation *

- Level 3: There is a regular periodic evaluation of all teachers by an appropriate administrator, which includes: review of planning, instructional practices, teacher plans for professional growth, and written feedback. Evidence: Provide a narrative describing how the criteria above is met. Describe the process of teacher evaluation. Do not include individual evaluations documents.

- Level 2: There is a regular periodic evaluation of all teachers by an appropriate administrator, which includes review of planning, instructional practices, teacher plans for professional growth, and provides written feedback. Teachers engage in some form of self-assessment of professional performance and program development. Evidence: Provide a narrative describing how the criteria above is met. Include process of teacher evaluation and process for self-assessment. Do not include individual evaluations documents.

- Level 1: There is a regular periodic evaluation of all teachers by an appropriate administrator, which includes review of planning, instructional practices, teacher plans for professional growth, and provides written feedback. Teachers engage in some form of self-assessment of professional performance and program development. Action plans are developed based on feedback/results of teacher evaluation tool (i.e. T-TESS, PDAS...) and self-assessment. Evidence: Provide a narrative describing how the criteria above is met. Include process of teacher evaluation, process for self-assessment, and resulting action plan. Do not include individual evaluations documents.

Directions:

Name each file according to the type. Ex. Narrative-Teacher Evaluation.pdf.

You may copy and paste your narrative or you may include it in your uploaded files.
Criteria 15 Narrative

Criteria 16 - Training to Instruct Students with Disabilities OPTIONAL

- Level 2: All teachers participate in documented training to instruct students with disabilities and consult with a certified adapted physical educator (CAPE). Evidence: Provide a narrative describing how the criteria above is met. Provide 1) copy of training certificate and 2) name of CAPE resource person and a copy of their CAPE certificate.

- Level 1: All teachers participate in documented training to instruct students with disabilities and consult with a certified adapted physical educator (CAPE). If a school has a designated adapted physical education class, then there must be a certified adapted physical educator (CAPE) teaching the class. If there is not a designated adapted physical education class and students are included in the regular physical education class, then there must be at least one certified adapted physical educator (CAPE) at the district level. Evidence: Provide a narrative describing how the criteria above is met. Provide 1) copy of certificate for training; 2) name of CAPE resource person and a copy of their CAPE certificate and 3) a narrative describing the inclusion policy of the school/district, the Adapted Physical Education program (if applicable) and the teacher's credentials.

Directions:

Name each file according to the type. Ex. Smith CAPE Cert.pdf.

You may copy and paste your narrative or you may include it in your uploaded files.

Criteria 16: Attachments

Criteria 17 - Communication with Peers OPTIONAL

- Level 2: Teachers demonstrate horizontal and vertical alignment by communicating with other members of the HPERD department/campus on a scheduled basis, and teachers communicate with other teachers in HPERD content areas of the district on a scheduled basis. Evidence: Provide a narrative describing how the criteria above is met. Include teacher communications (formal/informal) with other HPERD professionals regarding program. Samples of evidence may include calendar of scheduled meetings, agendas, meeting minutes, and/or e-mails.

- Level 1: Teachers demonstrate horizontal and vertical alignment by communicating with other members of the HPERD department/campus on a scheduled basis, and teachers communicate with other teachers in HPERD content areas of the district on a scheduled basis. In addition, teachers communicate with other content-area faculty of the school for the purpose of cross-curricular collaboration. Evidence: Provide a narrative describing how the criteria above is met. Include teacher communications (formal/informal) with other HPERD professionals regarding program. Samples of evidence may include calendar of scheduled meetings, agendas, meeting minutes, and/or e-mails.

*Schools with only one teacher in an HPERD content area should indicate communication with teachers in other schools at the same grade level.

Directions:

Name each file according to the type. Ex. Meeting Agenda.pdf.

You may copy and paste your narrative or you may include it in your uploaded files.

You may upload multiple files with the Upload File Button.
Criteria 18 - Communication with Parents OPTIONAL

- Level 2: Parents receive written progress reports demonstrating student achievement at least once per grading period. Include at least one (1) other form of communication regarding your HPERD program (i.e. newsletter, form letter, website). Evidence: Provide a narrative describing how the criteria above is met. Include evidence of contact with parents regarding school district policy, student achievement and/or planned activities (i.e. newsletters, agenda, website, etc.).

- Level 1: Parents receive written progress reports demonstrating student achievement at least once per grading period. Include at least two (2) other forms of communication regarding your HPERD program i.e. (newsletter, form letter, website). Evidence: Provide a narrative describing how the criteria above is met. Include evidence of contact with parents regarding school district policy, student achievement and/or planned activities (i.e. newsletters, agenda, website, etc.).

Directions:

Name each file according to the type. Ex. Newsletter.pdf.

You may copy and paste your narrative or you may include it in your uploaded files.

You may upload multiple files with the Upload File Button.

Criteria 19 - Program Improvement and Evaluation OPTIONAL

- Level 2: There is a periodic evaluation of the curriculum by teachers and administrators identified in the campus/district level plan. Evidence: Provide a narrative describing how the criteria above is met. List specific groups involved.

- Level 1: There is periodic evaluation of the curriculum by teachers, administrators, and students/parents (SHAC) identified in a campus/district level plan. Evidence: Provide a narrative describing how the criteria above is met. List specific groups involved.

Directions:

Name each file according to the type. Ex. Improvement Narrative.pdf.

You may copy and paste your narrative or you may include it in your uploaded files.

You may upload multiple files with the Upload File Button.