

# **MOAHPERD EXEMPLARY PHYSICAL EDUCATION PROGRAM**



## **AWARD CRITERIA**

## **MOAHPERD EXEMPLARY PHYSICAL EDUCATION PROGRAM AWARD GUIDELINES**

### Purpose of the Exemplary Physical Education Program (EPEP) Award

The purpose of the Missouri EPEP is to allow public/private schools to assess their program against criteria for quality physical education programming, as established by MOAHPERD and SHAPE America, and recognize these schools for their commitment to these high standards.

### Qualifications for the EPEP Award

Any Missouri K-12 public or private school physical education program is eligible to apply. The physical education staff must all have physical education certifications and at least 50% of staff must be a MOAHPERD member at the time of the application (apply for membership at [www.moahperd.org](http://www.moahperd.org)).

### Application/Selection/Recognition Process

The EPEP application and supporting artifacts must be completed and postmarked by June 1st. The completed application is reviewed by a standing committee appointed by the MOAHPERD President. All 15 EPEP criteria must be partially met and a minimum score of 25 out of 30 points must be scored on the scoring rubric for recognition as an exemplary PE program. The applicant of the EPEP Award will be notified of the reception and the approval of the award (by August 1st of each calendar year). The award winner will be presented with one conference registration, plus banquet passes for up to two people. At least one representative from the school is expected to be present at the state convention banquet to accept the award. A school administrator is also encouraged to attend. Missouri EPEP award winners will receive a banner to display in their school.

Award winners are eligible to reapply during the following four years using an abbreviated application. Award renewals require a program self-assessment and program update report (See Appendix F). Non-winners may reapply the following year but must submit an updated portfolio with all recommended documents and artifacts.

## **Rules and Guidelines**

Individual schools applying for Exemplary Physical Education Program Award status by MOAHPERD must complete the application form and portfolio with supporting artifacts that describe the ways in which the school and staff meet the Awards Criteria (see below). The deadline for applying for this award is June 1st of each calendar year.

The application should include the following materials in the order identified. Please organize and present these materials in some sort of folder or portfolio.

- A. School Application Form
- B. Self-Assessment Scoring Rubric
- C. Artifacts for each School Program Criteria

- a. The Learning Environment
  - b. Instructional Strategies
  - c. The Curriculum
  - d. Assessment
  - e. Faculty Credentials
  - f. School Wellness
- D. Pictures of facilities and events (optional)
- E. Program and/or Staff Awards/Recognitions (optional)

Package the folder/portfolio and all of the application materials carefully for mailing. Send the package to the MOAHPERD Executive Director (See address below) post dated by June 1st. EPEP folders/portfolios can be picked up at the state convention.

MOAHPERD  
Dr. Tom Loughrey, Executive Director  
215 McCullough, H  
St. Louis, MO 63122

## **School Program Criteria:**

### ***The Learning Environment***

1. The physical education staff systematically plan for, develop and maintain a positive learning environment that is focused on maximizing learning and participation, in an atmosphere of respect and support from the teacher and the child's peers.

Artifacts to demonstrate compliance with this criteria:

- a. Letter from building principal to verify compliance.
- b. Copy of Course Procedures, Class Rules, or similar document that is distributed to all students in the class.

2. The physical education staff maintain current first aid, AED and CPR certifications (American Heart Association or American Red Cross).

Artifacts to demonstrate compliance with this criteria:

- a. Copies of each current certification

3. The physical education staff implement the special education process for students with disabilities as outlined in students' individualized education programs and/or the school's accommodations.

Artifacts to demonstrate compliance with this criteria:

- a. Letter from principal/special education coordinator verifying compliance.
- b. Examples of modified practices and/or curriculum (optional).

### ***Instructional Strategies***

4. The physical education staff adopt and regularly implement appropriate instructional practices as identified in SHAPE America Appropriate Instructional Practice Guidelines document.

Artifacts to demonstrate compliance with this criteria:

- a. Principal/Supervisor letter verifying the implementation of appropriate practices (See sample letter - Appendix A).
- b. Sample lesson plans showing implementation of appropriate practices (optional).
- c. List of technology used to increase learning effectiveness (optional).

### ***The Curriculum***

5. The physical education staff have self-assessed their school's physical education curriculum using the Physical Education Curriculum Analysis Tool (PECAT) and Module 3 of the School Health Index and achieved a score of 75% or higher for each module.

Artifacts to demonstrate compliance with this criteria:

- a. Completion of the PECAT Scoresheet (See Appendix B)
- b. The SHI Score Card - Module 3 (See Appendix C)

6. The physical education program has an obvious scope and sequence based on goals and objectives that are appropriate for all children and that are derived from and aligned with national and/or state standards.

Artifacts to demonstrate compliance with this criteria:

- a. Copy of school district scope and sequence chart for your level.
- b. Copy of yearly plan for your school that includes scope and sequence chart.
- c. Sample copy of a lesson plan or unit plan that includes an alignment chart for national and/or state standards.

7. If an elementary school, the Physical Education class meets a minimum of 90 minutes per week (recess excluded). If a middle school, the Physical Education class meets a minimum of 200 minutes per week. If a high school, elective courses are offered for students who desire additional coursework beyond the state requirement of 1 unit.

Artifacts to demonstrate compliance with this criteria:

- a. School Health Index Module 3 Score Card Minimum score of (2).
- b. Signed letter of compliance from school/district official.
- c. Board of Education Policy and/or Administrative Guideline document.

8. Cognitive concepts related to activities, fitness, benefits of exercise, personal program development, and ways to stay active outside of school time are included in the program.

Artifacts to demonstrate compliance with this criteria:

- a. Copies of curriculum/course materials, including assignments, activities, and assessments.
- b. Example of how the cognitive domain is weighed into course grading and overall student assessment.

9. The physical education teacher promotes the inclusion of physical activity, brain breaks, and other cross-disciplinary activities within the school day.

Artifacts to demonstrate compliance with this criteria:

- a. Listing of materials, websites, ideas shared with classroom teachers.
- b. Memos (email, etc.) sent to classroom teachers to promote these activities.
- c. Screen shot of Physical Education program website that includes these ideas and materials for others to access.

### ***Assessment***

10. Formative and summative assessments constitute ongoing and integral parts of the learning process for all students, including those with special needs. The assessment plan covers all important skill, knowledge, and affective behaviors found in the curriculum. Assessments include clearly defined criteria (rubrics, etc.) that are articulated to students as a part of instruction before the assessment.

Artifacts to demonstrate compliance with this criteria:

- a. A copy of your assessment plan for a specific grade level.
- b. Examples of rubrics provided to students prior to instruction.
- c. Examples of formative and summative assessment tools used on a regular basis.
- d. Grading rubrics that are provided to students prior to the grading period.
- e. A sample report to parents identifying types of assessments given and how the progress of the student will be reported.

11. Fitness testing and reporting are carried out in compliance with state law and with accepted guidelines as stipulated in the Fitnessgram procedures and in accordance with the Presidential Youth Fitness Education Program.

Artifacts to demonstrate compliance with this criteria:

- a. A names-deleted sample fitness testing report for a specific class.
- b. A method of communication provided to parents/caregivers relating to the purposes for fitness testing and the programmatic use of test results.
- c. Examples of the inclusion of educational materials before and after the testing process.
- d. School fitness assessment results.

12. Grades are based on thoughtfully identified criteria that reflect cognitive and psychomotor achievement aligned with curriculum objectives and standards. Grades are not based on attendance, participation, and effort (unless heart-rate data measures or other technological devices can provide quantifiable data).

Artifacts to demonstrate compliance with this criteria:

- a. Example of grade report showing progress towards identified curriculum/course outcomes that is provided to parent/caregivers.
- b. Written materials provided to all students that specify criteria and weighting that are used in determining the student grade.

### ***Advocacy***

13. Physical education department hosts or assists with events that promote quality physical education and/or physically active lifestyles. For example, if an elementary school or middle school, you sponsor a school Jump Rope for Heart or Hoops for Heart event.

Artifact to be included that demonstrates compliance with this criteria:

- a. Verification from Youth Program support staff from the American Heart Association.
- b. Report showing goals, pictures, participation levels, and outcomes of the event (See sample event report - See Appendix D).

### ***Faculty Credentials***

14. All Physical Education faculty are members of MOAHPERD, and hold Missouri Certification in Physical Education. At least one PE faculty member must be a MOAHPERD member to submit this application.

Artifact to be included that demonstrate compliance with this criteria:

- a. List of PE staff who are MOAHPERD members (See Program Information Form).
- b. Copy of Teaching Certificate and/or other district document verifying certification in physical education.

### ***Coordinated School Wellness***

15. The school has a functioning School Wellness Council, and the Physical Education Teacher(s) are members of this council.

Artifacts to be included that demonstrate compliance with this criteria:

- a. Records of Wellness Council organizational chart, meeting minutes, etc.
- b. List of specific activities/events sponsored by the Council.
- c. Copies of Tracking Forms to demonstrate policy adherence.
- d. Copy of Council membership, verifying the inclusion of teachers, administrators, parents, food service personnel, community leaders and resource personnel, school nurses, and school counselors. (See sample report - Appendix E)
- e. Listing of policies initiated and supervised by the Council.

**MOAHPERD EXEMPLARY PHYSICAL EDUCATION PROGRAM  
 APPLICATION FORM**

<b>Date of Application:</b>			
<b>School:</b>			
<b>School District:</b>			
<b>Applicant's Name:</b>			
<b>Applicant's Address:</b>			
<b>Applicant's Phone Number:</b>			
<b>Applicant's Email:</b>			
<b>Name of School Principal:</b>			
<b>School's Address:</b>			
<b>School's Phone Number:</b>			
<b>Other Faculty Members (List first and last names):</b>	<b>Name</b>	<b>Area of Certification</b>	<b>MOAHPERD Member?</b>



<b>PECAT Scores</b>	<b>Content</b>	<b>Assessment</b>
	<b>Total</b> _____/60	<b>Total</b> _____/60
<b>HECAT (Module 3) Score</b>	<b>Total Points</b> _____ / 57	
<b>EPEP Award Criteria Score</b>	<b>Total Points</b> _____ / 30	
<b>Minutes of Physical Education</b>	_____ <b>AVG Minutes Per Week</b>	
<b>Program Summary (100 words or less)</b>		
<b>&lt;Insert program summary here&gt;</b>		

**I acknowledge that the information submitted in this application is true and accurate:**

**Signature of Applicant** \_\_\_\_\_

**Signature of School Principal** \_\_\_\_\_

**\*\*INCLUDE THIS INFORMATION FORM IN FRONT OF YOUR PORTFOLIO\*\***

**MOAHPERD EXEMPLARY PHYSICAL EDUCATION PROGRAM  
 AWARD CRITERIA RUBRIC**

<b>The Learning Environment</b>		<b>Not Met (0)</b>	<b>Partially Met (1)</b>	<b>Fully Met (2)</b>
1	Develops and maintains a positive learning environment that is focused on maximizing learning and participation.			
2	Teacher/Staff maintain current first aid, CPR, and AED certifications.			
3	Special education process is implemented for students with disabilities.			
<b>Instructional Strategies</b>		<b>Not Met (0)</b>	<b>Partially Met (1)</b>	<b>Fully Met (2)</b>
4	PE faculty regularly implement appropriate instructional practices as identified by SHAPE America.			
<b>The Curriculum</b>		<b>Not Met (0)</b>	<b>Partially Met (1)</b>	<b>Fully Met (2)</b>
5	The school's curriculum has been analyzed using the PECAT and the School Health Index (Modules 1-4).			
6	The PE program has a scope and sequence based on goals and objectives that are age-appropriate and derived from and aligned with state and/or national standards.			
7	Physical education classes meet a minimum of 90 minutes/week for elementary and 200			

	minutes/week for middle school. High school courses offered to allow students to take additional coursework beyond the state requirement of 1 credit.			
8	Cognitive concepts and performance skills related to the development of health-related fitness and the implementation of a physically active lifestyle are included in the curriculum.			
9	The PE Teacher/Staff promotes the inclusion of physical activity, brain breaks, and other cross-disciplinary activities within the school day.			
<b>Assessment</b>		<b>Not Met (0)</b>	<b>Partially Met (1)</b>	<b>Fully Met (2)</b>
10	Assessments include clearly defined criteria that are articulated to students as a part of instruction. Formative and summative assessments constitute ongoing and integral parts of the learning process for all students, including those with special needs.			
11	Fitness testing and reporting are carried out in compliance with state law and with accepted guidelines.			
12	Grades are based on thoughtfully identified criteria that reflect cognitive and psychomotor achievement aligned with curriculum objectives and standards, as well as identified grading best practices.			
<b>Advocacy</b>		<b>Not Met (0)</b>	<b>Partially Met (1)</b>	<b>Fully Met (2)</b>
13	The school's PE department sponsors events/programs that promote physical fitness and physically active lifestyles, such as the			

	American Heart Association's Jump Rope for Heart or Hoops for Heart.			
<b>Faculty Credentials</b>		<b>Not Met (0)</b>	<b>Partially Met (1)</b>	<b>Fully Met (2)</b>
14	All PE faculty members hold Missouri Certification in Physical Education, and are members of MOAHPERD.			
<b>Coordinated Wellness</b>		<b>Not Met (0)</b>	<b>Partially Met (1)</b>	<b>Fully Met (2)</b>
15	The school has a functioning School Wellness Council, and the Physical Education staff are active members of this council.			
<b>COLUMN TOTALS</b>				
<b>TOTAL SCORE</b>				

**Scoring Requirements for Award Selection:**

- **Must score at least a "1" for each criterion area (1 - 15).**
- **Must have a minimum total score of 25 points out of 30 possible.**
- **Must provide supporting artifact(s) for each criterion area.**

**SCORING CRITERIA & DESCRIPTORS FOR  
EXEMPLARY PHYSICAL EDUCATION PROGRAM**

Scoring Criteria: (A score of “2” implies that any criteria for scoring “1” is also met)

- 1) Develops and maintains a positive learning environment that is focused on maximizing learning and participation.

0 points = No letter or other evidence is provided.

1 point = Letter from building principal to verify compliance is provided.

2 points = Letter from building principal, plus a copy of course procedures, class rules, and/or similar document that is distributed to all students in the class.

- 2) Teacher/Staff maintain current first aid, CPR, and AED certifications.

0 points = Less than 50% of staff members are certified in First Aid/CPR/AED by American Red Cross or American Heart Association.

1 point = More than 50%, but less than 100% of staff members are certified in First Aid/CPR/AED by American Red Cross or American Heart Association.

2 points = 100% of staff members are certified in First Aid/CPR/AED by American Red Cross or American Heart Association.

- 3) Special education process is implemented during physical education for students with disabilities.

0 points = Staff does not provide or show any evidence of providing special instruction or accommodations for students with disabilities.

1 point = A letter from principal or special education coordinator is provided verifying that steps are taken by the PE staff to address the needs of students with disabilities.

2 points = Appropriate examples of a modified curriculum for student of various disabilities are presented.

- 4) PE faculty regularly implement appropriate instructional practices as identified by SHAPE America.

0 points = No evidence of the implementation of appropriate practices in physical education is presented.

1 point = A letter from principal or supervisor verifying the implementation of appropriate practices in physical education is presented.

2 points = Sample lesson plans showing implementation of appropriate practices are presented, as well as a list of technology used to increase learning effectiveness.

- 5) The school's curriculum has been analyzed using the PECAT and the School Health Index (Modules 1-4).

0 points = Completes and scores less than 50% on both the PECAT and School Health Index (Module 3).

1 point = Completes and scores a minimum of 50% - 74% on both the PECAT and School Health Index (Module 3) - 30/60 or more on PECAT and 29 or more on School Health Index.

2 points = Completes and scores 75% or more on both the PECAT and School Health Index (Module 3) - 45/60 or more on PECAT and 43/57 or more on School Health Index.

- 6) The PE program has a scope and sequence based on goals and objectives that are age-appropriate and derived from and aligned with Missouri Grade Level Expectations (GLEs) and/or the SHAPE America National PE Standards.

0 points = No evidence of a scope and sequence and a physical education curriculum that is aligned with state and/or national standards.

1 point = A copy of school's or district's physical education scope and sequence chart is presented.

2 points = Samples of units and/or lesson plans that identify alignment with district, state, and national standards.

- 7) Physical education classes meet a minimum of 90 minutes/week for elementary and 200 minutes/week for middle school. High school courses offered to allow students to take additional coursework beyond the state requirement of 1 credit.

0 points = Physical education classes do not meet the minimum requirement of the Missouri Department of Elementary and Secondary Education.

1 point = Physical education classes meet the minimum minutes identified by the Missouri Department of Elementary and Secondary Education.

- Elementary - Two 25 minute physical education class periods per week.
- Middle School - 3,000 minutes of physical education per year.
- High School - 1 credit (or 2 units) of physical education.

2 points = Physical education classes meets and/or exceeds the minimum recommendations identified above.

- 8) Cognitive concepts and performance skills related to the development of health-related fitness and the implementation of a physically active lifestyle are included in the curriculum.

0 points = Little or no evidence is presented with regards to the teaching of cognitive concepts and performance skills related to the development of health-related fitness and a physically active lifestyle.

1 point = Examples of curriculum/course materials, including assignments, activities, and assessments are presented.

2 points = Cognitive grading practices are presented in the area of health-related fitness, as well as ample curriculum/course materials that are implemented at each grade level.

- 9) The PE Teacher/Staff promotes the inclusion of physical activity, brain breaks, and other cross-disciplinary activities within the school day.

0 points =

1 point = A listing of materials, websites, and physical activity ideas shared with classroom teachers that promote physical activity are presented.

2 points = Evidence is presented that shows the implementation of a Comprehensive School Physical Activity Program (See [www.cdc.gov/healthyschools/physicalactivity/cspap.htm](http://www.cdc.gov/healthyschools/physicalactivity/cspap.htm))

- 10) Assessments include clearly defined criteria that are articulated to students as a part of instruction. Formative and summative assessments constitute ongoing and integral parts of the learning process for all students, including those with special needs.

0 points = Little or no examples of assessment are presented.

1 point = A variety of assessments and methods for assessing growth towards learning outcomes is presented.

2 points = A wide range of assessments and methods for assessing growth towards learning outcomes is presented, as well as rubrics and other tools that help determine levels of proficiency.

- 11) Fitness testing and reporting are carried out in compliance with state law and with accepted guidelines.

0 points = No evidence is provided that fitness assessment is being carried out as stipulated by Missouri state guidelines (See [www.dese.mo.gov](http://www.dese.mo.gov)).

1 point = Documents that show evidence that fitness assessment is being carried out in compliance to Missouri state guidelines, including a names-deleted sample fitness testing report for a specific class/student is presented.

2 points = Additional materials and/or documents showing communication of fitness assessment results to other district stakeholders, including parents, principals, or district officials.

- 12) Grades are based on thoughtfully identified criteria that reflect cognitive and psychomotor achievement aligned with curriculum objectives and standards, as well as identified grading best practices.

0 points = No method of showing achievement of course learning outcomes is presented.

1 point = An example of a grade report showing progress towards identified curriculum/course outcomes that is provided to parent/caregivers is presented.

2 points = A detailed list of learning outcomes and how they are weighted for the purpose of determining grades is presented.

- 13) The school's PE department sponsors events/programs that promote physical fitness and physically active lifestyles, such as the American Heart Association's Jump Rope for Heart or Hoops for Heart.

0 points = The physical education department does not host any events.

1 point = The physical education department hosts and/or participates in an event that promotes physical fitness and physically active lifestyles (i.e., Girls on the Run; Read, Write, and Run). Report(s) showing outcomes is presented.

2 points = The physical education department hosts an American Heart Association event, such as Jump Rope for Heart, Hoops for Heart, or Go Red. Report(s) showing outcomes is presented.

- 14) All PE faculty members hold Missouri Certification in Physical Education, and are members of MOAHPERD.

0 points = Any one or more physical education staff does not hold a Missouri



Teaching Certificate in Physical Education, and/or less than 50% of staff members are members of MOAHPERD.

1 point = 100% of physical education staff holds a Missouri Teaching Certificate in Physical Education, and at least 50% of staff are members of MOAHPERD.

2 points = 100% of physical education staff holds a Missouri Teaching Certificate in Physical Education, and all members of MOAHPERD.

- 15) The school has a functioning School Wellness Council, and the Physical Education staff are active members of this council.

0 points = The school does not have a School Wellness Council.

1 point = The school's wellness council has representation from some of the sectors of the Coordinated School Health or ASCD WSCC Model and meets at less than four times during the school year.

2 points = The school's wellness council has representation from most of the sectors of the Coordinated School Health or ASCD WSCC Model and meets at least four times during the school year.

APPENDIX A

**MOAHPERD EXEMPLARY PHYSICAL EDUCATION PROGRAM  
 SUPERVISOR LETTER OF CONFIRMATION OF INSTRUCTIONAL PRACTICES**

Dear MOAHPERD Exemplary Physical Education Committee,

As the supervisor of the physical education staff at <INSERT SCHOOL NAME>, I can verify the regular implementation of the appropriate instructional practices identified below by the Society of Health and Physical Education (SHAPE) America.

Instructional Practice	Yes	No
The teacher establishes a physically and emotionally safe learning environment through established rules and routines.		
The teacher maintains student engagement throughout the class through voice and movement.		
The teacher can be heard from all locations in the space.		
The teacher demonstrates effective time management by establishing an organized instructional climate and using protocols that include a clear “Stop” signal for students and limited transition time between activities.		
The teacher maximizes students’ activity — and limits their inactivity — during class by using space and equipment efficiently.		
The teacher engages students in moderate to vigorous physical activity for at least 50 percent of class time.		
The teacher ensures that the majority of students are engaged actively in all learning tasks.		
The teacher employs multiple instructional strategies that address and support students with varying abilities.		
The teacher provides students with maximal practice opportunities.		
The teacher provides opportunities for students to engage in small-group work, while also limiting competition.		

\_\_\_\_\_  
 Supervisor’s Name

\_\_\_\_\_  
 Title

\_\_\_\_\_  
 Supervisor’s Signature

\_\_\_\_\_  
 Date

APPENDIX B

**MOAHPERD EXEMPLARY PHYSICAL EDUCATION PROGRAM  
 PE CURRICULUM ANALYSIS TOOL SCORESHEET**

**Content Analysis for Standard 1**

**Grades 3-5**

The content analysis for standard 1, grades 3-5, is completed by placing a check in the box corresponding to “2”, “1”, or “0” after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 1.

**Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities**

<b><i>Does the curriculum include</i></b>	<b>Fully 2</b>	<b>Partially 1</b>	<b>No* 0</b>
1. Specific lessons on mature forms of fundamental manipulative skills (e.g., striking an object) for each skill?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons on a few specialized motor skills such as basketball chest pass, soccer dribbling, or jumping a rope?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons on the combination of movement and motor skills, such as dribble and kick an object while moving, overhand throw, or combining traveling, balancing, weight transfer, and rolling actions with a change in level, flow, direction, or speed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. At least one initial and one follow-up learning experience in applied settings (e.g., tossing skills are practiced and then tossing a ball to a teammate during a game) for each skill?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each motor and movement skill should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Content Analysis Score for Standard 1 (Grades 3-5)**

(Add the numbers across for the total score and place this score on scorecard, page 101.)

+  +  =   
**SCORE**

**\* Key for Scoring**

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

APPENDIX B

**MOAHPERD EXEMPLARY PHYSICAL EDUCATION PROGRAM  
PE CURRICULUM ANALYSIS TOOL SCORESHEET**

**SCORECARD FOR CONTENT AND  
STUDENT ASSESSMENT ANALYSES**

**Grades 3-5**

To complete the scorecard for content and student assessment analyses (grades 3-5), transfer the individual scores for each standard from the preceding pages.

<i><b>NATIONAL STANDARD</b></i>	<i><b>CONTENT ANALYSIS SCORE</b></i>	<i><b>STUDENT ASSESSMENT ANALYSIS SCORE</b></i>
<i><b>1</b></i>		
<i><b>2</b></i>		
<i><b>3</b></i>		
<i><b>4</b></i>		
<i><b>5</b></i>		
<i><b>6</b></i>		
<i><b>ADDITIONAL STANDARDS</b></i>		

*Note:* Add each of these scores to the overall PECAT scorecard on page 173.

Printed from CDC Physical Education Curriculum Analysis Tool.

APPENDIX C

**MOAHPERD EXEMPLARY PHYSICAL EDUCATION PROGRAM  
SCHOOL HEALTH INDEX SCORE CARD**

**Module 3: Physical Education and Other Physical Activity Programs**

**Score Card**  
*(photocopy before using)*

**Instructions**

- Carefully read and discuss the Module 3 Discussion Questions (pages 6-18), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 20-21).

		<b>Fully in Place</b>	<b>Partially in Place</b>	<b>Under Develop- ment</b>	<b>Not in Place</b>
PA.1	225 minutes of physical education per week	3	2	1	0
PA.2	Years of physical education	3	2	1	0
PA.3	Time requirement for length of physical education class	3	2	1	0
PA.4	Adequate teacher/student ratio	3	2	1	0
PA.5	Sequential physical education curriculum consistent with standards	3	2	1	0
PA.6	Information and materials for physical education teachers	3	2	1	0
PA.7	Physical education grading	3	2	1	0
PA.8	Prohibit exemptions or waivers for physical education	3	2	1	0
PA.9	Students active at least 50% of class time	3	2	1	0
PA.10	Individualized physical activity and fitness plans	3	2	1	0
PA.11	Health-related physical fitness	3	2	1	0
PA.12	Promote community physical activities	3	2	1	0
PA.13	Licensed physical education teachers	3	2	1	0
PA.14/ A.1	Address special health care needs	3	2	1	0
PA.15/ S.1/A.2	Physical education safety practices	3	2	1	0
PA.16	Professional development for teachers	3	2	1	0
PA.17	Participation in intramural programs or physical activity clubs	3	2	1	0
PA.18	Availability of interscholastic sports	3	2	1	0
PA.19	Promotion or support of walking and bicycling to school	3	2	1	0
PA.20	Availability of before- and after-school physical activity opportunities	3	2	1	0
PA.21	Availability of physical activity breaks in classrooms	3	2	1	0
PA.22	Training requirements for sports coaches	3	2	1	0
PA.23/ S.2	Physical activity facilities meet safety standards	3	2	1	0
PA.24/ S.3	Athletics safety requirements	3	2	1	0
<b>COLUMN TOTALS:</b> For each column, add up the numbers that are circled and enter the sum in this row.		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**MOAHPERD EXEMPLARY PHYSICAL EDUCATION PROGRAM  
SPECIAL EVENT REPORT**

Event Name \_\_\_\_\_

Event Location \_\_\_\_\_

Event Date \_\_\_\_\_

Event Description \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Event Outcomes (What results were observed as the result of this event?):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Event Participation \_\_\_\_\_

Partner Affiliation \_\_\_\_\_

Type of Event (Check all that apply):

- Fundraising
- Physical Education Promotion
- Community Physical Activity
- Community Service
- Service Learning Project
- Other \_\_\_\_\_

<Feel free to attach feedback and/or pictures from the event>

APPENDIX E

**MOAHPERD EXEMPLARY PHYSICAL EDUCATION PROGRAM  
SCHOOL WELLNESS COMMITTEE**

Dear Exemplary Physical Education Committee,

The following individuals comprise our school's wellness committee. The committee has representation from a wide array of staff and meets regularly to design programs and activities that help meet wellness goals established by our school.

The following people are participants on our school's wellness committee:

Name	Job Title

The above information is verified by:

\_\_\_\_\_

School Administrator

\_\_\_\_\_

Date

APPENDIX F

**EXEMPLARY PHYSICAL EDUCATION PROGRAM  
AWARD RENEWAL FORM**

<b>Year of Original Award:</b>	<b>November</b> _____
<b>School:</b>	
<b>School District:</b>	
<b>Applicant's Name:</b>	
<b>Applicant's Address:</b>	
<b>Applicant's Phone Number:</b>	
<b>Applicant's Email:</b>	
<b>Name of School Principal:</b>	
<b>School's Address:</b>	
<b>School's Phone Number:</b>	



<b>Other Faculty Members (List first and last names):</b>	<b>Name</b>	<b>Area of Certification</b>	<b>MOAHPERD Member?</b>

**I acknowledge that my school's physical education program still complies with the expectations of the Exemplary Physical Education Program, as originally submitted.**

**Signature of Applicant** \_\_\_\_\_

**Signature of School Principal** \_\_\_\_\_

**\*\*SEND THIS FORM ALONG WITH THE EPEP AWARD CRITERIA RUBRIC FOR THE CURRENT SCHOOL YEAR\*\***