

DOCUMENT RESUME

ED 393 834

SP 036 595

TITLE Physical Education Grades K-12. Program Evaluation
1995-1996. Focus on Program Evaluation.

INSTITUTION Des Moines Public Schools, Iowa.

PUB DATE 20 Feb 96

NOTE 47p.

PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Course Content; *Course Objectives; Curriculum
Development; *Curriculum Evaluation; Educational
Resources; Elementary Secondary Education; Faculty
Development; Mission Statements; *Physical Education;
Program Evaluation; *Student Educational
Objectives

IDENTIFIERS *Des Moines Public Schools IA

ABSTRACT

This document reports on an evaluation of physical education programs in grades K-12 in Des Moines (Iowa). The document is divided into seven parts. Part 1, "Introduction," reviews the mission and philosophies regarding teaching physical education. Part 2, "Context Evaluation," summarizes Iowa state policies, standards, and regulations; provides a program overview of physical education at the elementary and high school levels including specific course content; and describes the goals of physical education programs. Part 3, "Input Evaluation," discusses sources of revenue and expenditures; staff development; community resources; and student time allotments for physical education. Part 4, "Process Evaluation," looks at work-flow information; goals and objectives; physical education staff development; professional meetings attended by physical education staff; and the influence of technology on physical education. Part 5, "Product Evaluation," examines physical education's contribution to the mission statement; department strengths and deficiencies; testing in physical education; awards and honors received in physical education; facilitator objective outcomes; high school senior survey; summaries of observations; cost vs. benefits; and improvement of past needs. Part 6, "Future Planning," covers plans for the future and future needs, future goals, state imposed changes, vision 2005, and long-range vision. Part 7 includes four appendices: (1) "Physical Education Instructional Building Budgets"; (2) "Elementary Physical Education Staff Allotment"; (3) "N.C.A. Evaluations and Actions"; and (4) "Physical Education Enrollment." (ND)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

SP

96-032

PHYSICAL EDUCATION GRADES K - 12

PROGRAM EVALUATION 1995-1996

Des Moines Independent Community School District

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY

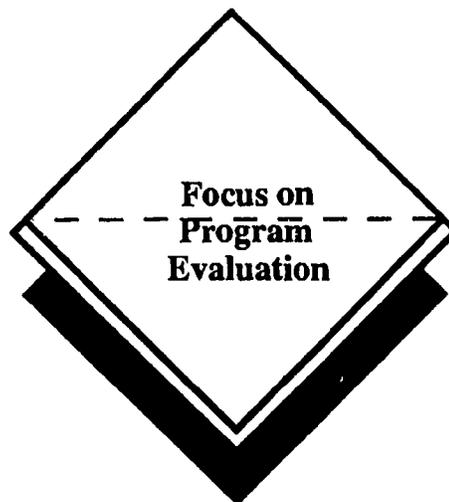
P. Kiloonscamp

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

February 20, 1996

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



BEST COPY AVAILABLE

ED 393 834

51636595

PHYSICAL EDUCATION PROGRAM EVALUATION ABSTRACT

CONTEXT EVALUATION

The Physical Education Facilitator is to provide leadership in facilitating and coordinating the various aspects of the elementary, middle school, and high school physical education program. Components of the program include curriculum development and implementation, staff development, human resources, and evaluation.

INPUT EVALUATION

The Department of Physical Education is budgeted \$3,678 for this fiscal year. From this account support services are given to physical education departments for instructional purposes. Each building principal designates a dollar amount for his/her physical education department from the school's instructional budget. The 1995-1996 salaries and benefits package for the 89 physical education teachers is \$3,888,725. The Curriculum Development Budget for 1995-1996 is \$3,005.

PROCESS EVALUATION

The main objectives of the Physical Education Facilitator are being visible and accessible to the elementary, middle school, and high school administration and physical education staff, updating the curriculum, implementing the curriculum, facilitating equipment and material selection, evaluating the program, and assisting human resources. Staff Development for physical education teachers is coordinated by the facilitator in line with student needs, staff needs, and curriculum innovations. The influence of technology at this time has been limited primarily to the pilot technology schools and those schools which have access to computers. As access is increased, the computer can be used to enhance the teaching of quality physical education and increase efficiency in administrative tasks.

PRODUCT EVALUATION

Physical education is taught to all students, who are physically able, in a variety of ways, so that all of these students are expected to learn and can learn. Children, who at one time might have been excused from physical education class or who might not have been able to attend the neighborhood school, now participate and enjoy success in the regular classroom setting. During National Physical Education and Sport Week in May, all elementary children were asked to participate in Project ACES (All Children Exercise Simultaneously) with children across the country. All of the five high schools have made improvements in accomplishing the District Mission since their last NCA evaluations.

FUTURE PLANNING

The Physical Education program will be greatly enhanced and better able to meet the needs of our children with increased time for in-service of staff so they will be teaching the curriculum of the present and the future, not the past, and where they can gain further knowledge about children with special needs; with the return of an adaptive physical education instructor to the staff; with increased equipment budgets in the buildings, where there is no waiting time, but rather where all students are participating the greater majority of the time; with computers located in the physical education wings of all buildings to improve instruction and facilitate the recording of data; with additional staff and additions to the physical plants at the middle schools; and with better facilities, specifically separate lunch rooms and gymnasiums in the elementary schools.

A copy of the complete report is available upon request from the Department of School Improvement and Employee Relations, Des Moines Independent Community School District, 1800 Grand Avenue, Des Moines, Iowa 50309-3399. Telephone: 515/242-7836. All evaluation reports are submitted to the Educational Resources Information Center (ERIC) and Educational Research Service (ERS).

TABLE OF CONTENTS

I.	Introduction	
	Mission and Philosophies.....	1
	Physical Education: A Facilitator's View.....	1
II.	Context Evaluation	
	Policies, Standards, and Regulations.....	2
	Physical Education Program Overview	4
	The Goals of Physical Education.....	11
III.	Input Evaluation	
	Physical Education Budget:Sources of Revenue and Expenditures	12
	Staff Development.....	13
	Community Resources.....	14
	Student Time Allotments for Physical Education	15
IV.	Process Evaluation	
	Work-Flow Information.....	16
	Goals and Objectives.....	17
	Physical Education Staff Development	17
	Professional Meetings Attended by Physical Education Staff.....	18
	Influence of Technology on Physical Education.....	20
V.	Product Evaluation	
	Physical Education Contribution to Mission Statement.....	21
	Physical Education Department Strengths and Deficiencies.....	21
	Physical Education Testing.....	21
	Awards and Honors Received in Physical Education.....	22
	Physical Education Facilitator Objective Outcomes.....	23
	High School Senior Survey.....	24
	Summaries of Observations	25
	Cost vs. Benefits.....	26
	Improvement of Past Needs.....	26
VI.	Future Planning	
	Plans for the Future and Future Needs.....	28
	Future Goals	29
	State Imposed Changes.	30
	Vision 2005	30
	Long-Range Vision.....	30
VII.	Appendices	
	A. Physical Education Instructional Building Budgets.....	31
	B. Elementary Physical Education Staff Allotment.....	32
	C. N.C.A. Evaluations and Actions	33
	D. Physical Education Enrollment	41

PHYSICAL EDUCATION K-12

**Dr. Raymond G. Armstrong, Associate Superintendent,
Teaching and Learning**

**Dr. Barbara Prior, Executive Director,
Middle and High School Programs**

**Dr. Don Brubaker, Executive Director,
Elementary/Early Childhood Programs**

**Dr. Patricia A. Bloomcamp
Facilitator, Physical Education**

**Des Moines Independent Community School District
Teaching and Learning Division
Des Moines, Iowa 50309-3399**

February 20, 1996

District Mission Statement
DES MOINES INDEPENDENT COMMUNITY SCHOOL
DISTRICT
DES MOINES, IOWA

**"THE DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT WILL
PROVIDE A QUALITY EDUCATIONAL PROGRAM TO A DIVERSE
COMMUNITY OF STUDENTS WHERE ALL ARE EXPECTED TO LEARN."**

THE PHILOSOPHY OF PHYSICAL EDUCATION

The Physical Education program will be a comprehensive approach to enhancing the students' mental, social, emotional, and physical development. Recognizing that each student is unique, the physical education program will provide for the varying needs of students through a student-centered curriculum. The benefits of interaction of students with family, community, and school through physical activities will be emphasized in the physical education curriculum. Additionally, the curriculum will provide each student the opportunity to realize personal accomplishments and enhance his or her self-image.

RESPONSIBILITY STATEMENT

The responsibility of the Facilitator of Physical Education is to provide leadership in facilitating and coordinating the various aspects of the elementary, middle school, and high school physical education program. Components of the program include curriculum development and implementation, staff development, human resources, and evaluation.

THE TEACHING OF PHYSICAL EDUCATION

Physical education provides students with the knowledge, skills, and attitudes to acquire physical fitness, physical skills, and leisure skills necessary to maintain healthy and satisfying lifestyles throughout their lifetimes. The program consists of required and elective courses and activities designed to meet the present and future physical and recreational needs of students. The curricular program is supplemented by intramurals and interscholastic sports, designed to meet the needs, interests, and capabilities of all students. Every physically able student shall participate in physical education for each semester he/she is enrolled in school.

PHYSICAL EDUCATION: A FACILITATOR'S VIEW

Physical education could be considered the most important subject in the school curriculum. Quality physical education for every child is not to be considered a luxury, but rather has become a necessity. Physical education is in reality a matter of life and death. A quality physical education experience could not only extend the student's life, but add quality to those years. The student must learn good health habits and how to become physically fit and maintain an age appropriate level of physical fitness.

Physical education class is an instructional and a moving laboratory of experience. The important skills and mechanics/techniques learned are the basis for the total physical activity program of physical education, intramurals, and athletics.

Physical education can add support to all other subjects. Physical education should not be taught in isolation, but infused throughout the curriculum.

CONTEXT EVALUATION

Governing Policies, Standards, and Regulations

DISTRICT REQUIREMENTS-(Manual of Policies and Procedures for Secondary Schools)

- A. Physical education programs should be equally accessible to all students.
- B. Principals and physical education personnel shall design the physical education program for their own schools. Instruction in cardiopulmonary resuscitation and swimming will be included.
- C. A minimum of 0.125 unit of physical education credit shall be earned each semester of high school enrollment. Physical education credit shall be granted as follows:
 - 1. Five (5) days a week--0.25 unit of credit per semester.
 - 2. Less than five days--0.125 unit of credit per semester.
- D. Each student shall be enrolled in physical education each semester of attendance.
- E. Minimum contact hours:
 - 1. Ninth and tenth grade students will have physical education a minimum of 2.5 days per week and eleventh and twelfth grade students will have a minimum of 2.0 days per week.
 - 2. Any school that must vary from these minimum contact hour requirements will submit its' plan in writing to the Executive Director of Middle and High School Programs for approval.
- F. Physical education grades will not be included in class rank.
- G. If a second semester senior does not have one unit of physical education credit and he/she fails physical education, he/she then would not graduate. Make up credit will be offered in summer school.
- H. Eighteen and one-half units of credit including one (1) full unit of physical education credit are required for graduation unless a student is excused for medical or religious purposes.
 - 1. Physical education credit cannot be accrued at a rate greater than 0.5 unit per year.
 - 2. Physical education credit cannot be accrued through summer school to eliminate a semester of participation during the regular school year.
 - 3. Students on a bona fide accelerated program, intending to graduate in less than four (4) years, may petition for a waiver of requirements.
- I. If a physical examination report is not submitted, parents shall be notified that the student will be placed in regular physical education classes, but barred from athletic participation in intramural and the interscholastic sports program until the completed physical examination form is on file with the school nurse.
- J. All elementary and middle school students who are physically able to participate in physical education will be enrolled in physical education for each semester they are enrolled in school.

STATE OF IOWA STANDARDS

12.5(3f) Elementary program, Grades 1-6. Physical education instruction shall include movement experiences and body mechanics; fitness activities; rhythmic activities; stunts and tumbling; simple games and relays; sports skills and activities; and water safety.

12.5(4f) Junior high program, Grades 7 and 8. Physical education shall include the physical fitness activities that increase cardiovascular endurance, muscular strength, and flexibility; sports and games; tumbling and gymnastics; rhythms and dance; water safety; leisure and lifetime activities.

12.5(5f) High school program, Grades 9-12 (one unit). Physical education shall include the physical fitness activities that increase cardiovascular endurance, muscular strength and flexibility; sports and games; tumbling and gymnastics; rhythms and dance; water safety; leisure and lifetime activities.

All physically able students shall be required to participate in the program for a minimum of one-eighth unit during each semester they are enrolled except as otherwise provided in this paragraph. A twelfth-grade student may be excused from this requirement by the principal of the school in which the student is enrolled under one of the following circumstances:

- (1) The student is enrolled in a cooperative, work-study, or other educational program authorized by the school which requires the student's absence from the school premises during the school day.
- (2) The student is enrolled in academic courses not otherwise available.
- (3) An organized and supervised athletic program which requires at least as much time of participation per week as one-eighth unit of physical education.

The student's parent or guardian must request the excuse in writing. The principal shall inform the superintendent that the student has been excused.

Students in grades nine through eleven may be excused from the physical education requirement in order to enroll in academic courses not otherwise available to the student if the board of directors of the school district in which the school is located, or the authorities in charge of the school, if the school is a non-public school, determine that students from the school may be permitted to be excused from the physical education requirement.

12.5(6) A pupil shall not be required to enroll in either physical education or health courses if the pupil's parent or guardian files a written statement with the school principal that the course conflicts with the pupil's religious beliefs.

NATIONAL STANDARDS-(National Association for Sport and Physical Education-1995)

A physically educated person:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical activity settings.
5. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Current Program

DES MOINES PUBLIC SCHOOLS PHYSICAL EDUCATION PROGRAM GOALS

1. The student is able to voluntarily maintain a state of physical fitness (strength, endurance, and good body condition).
2. The student is able to exhibit neuromuscular coordination, techniques, agility, balance, and flexibility in a variety of physical education activities and sports.
3. The student values participation in sports and other physical activities throughout life.
4. The student is able to apply desirable health knowledge and safety practices when participating in physical education activities throughout life.
5. The student knows rules and is able to apply strategies in a variety of physical education activities and sports.
6. The student values the personal qualities of self-control, self-confidence, good sportsmanship, and respect for others, which enables the student to work and play with others for common goals.
7. The student values graceful form and movement.
8. The student will have ample opportunity for the remediation of skills.

INSTRUCTIONAL OBJECTIVES FOR PHYSICAL EDUCATION IN DES MOINES SCHOOLS

Primary students will:

- Play harmoniously in a group
- Listen and follow organizational directions
- Move from one point to another in a variety of ways
- Use equipment properly
- Perform patterns and routines with a sense of timing and rhythm
- Move in time with an identified tempo
- Execute commands utilizing right and left sides of the body
- Display a handedness and a knowledge of how the body works in opposition
- Identify joints and limbs used in motor skills
- Demonstrate a beginning mastery level of controlled body positioning
- Demonstrate an awareness of body postures which are conducive to efficient movement
- Demonstrate positive self-image through physical movement
- Recognize simple terminology relating to physical education
- Demonstrate beginning skills in ball control activities
- Demonstrate an age-appropriate personal level of physical fitness
- Adhere to rules of low-organization games

Intermediate students will:

- Adhere to rules of low-organization games
- Display safety awareness with equipment and one's own body
- Demonstrate the ability to perform a higher order of patterns and routines with a sense of timing and rhythm
- Demonstrate a higher level of performance in ball skills using eyes, hands, feet, and implements
- Demonstrate the ability to participate in a variety of recreational activities
- Display healthy attitudes toward fair play
- Display tolerance of others' abilities and feelings
- Listen and follow organizational directions
- Adhere to rules of activities
- Demonstrate skills needed for lead-up games and understand how they apply to team and individual sports
- Display an age-appropriate personal level of physical fitness
- Explain terminology relating to physical education

Middle School students will:

- Demonstrate proficiency in a variety of individual activities
- Identify and create a safe activity area
- Select proper equipment and attire for physical activities
- Demonstrate basic skills in team sports
- Recognize the importance of fitness activities
- Display kinesthetic awareness of body positioning as related to various activities
- Utilize appropriate terminology relating to physical education
- Demonstrate an age-appropriate personal level of physical fitness

High School students will:

- Demonstrate proficiency in the execution of a variety of lifetime activities
- Demonstrate proficiency in survival swimming
- Perform cardiopulmonary resuscitation
- Perform at higher skill level in team sports
- Display emotional control as a participant and spectator
- Demonstrate an age-appropriate personal level of physical fitness
- Analyze the importance of and the components involved in a healthy lifestyle

CURRENT PROGRAM DESCRIPTION

GRADE LEVEL	ALLOTMENT	CONTENT	CURRICULUM MATERIALS
K	30 minutes 36 weeks	Health & fitness related activities, games, folk dance, parachute, tumbling, movement, ball skills, bean bag activities, rope jumping, track	-Physical Education Curriculum Objectives K-5 -Physical Education Resource Manual K-5 -Physical Education Outcomes K-12
1	60 minutes 36 weeks	Physical fitness testing and health related activities, track, water safety, games, dance, parachute, tumbling, movement, ball skills, bean bag activities, rope jumping	-Physical Education Curriculum Objectives K-5 -Physical Education Resource Manual K-5 -Physical Education Outcomes K-12
2	60 minutes 36 weeks	Physical fitness testing and health related activities, track, water safety, games, dance, parachute, tumbling, movement, ball skills, bean bag activities, rope jumping	-Physical Education Curriculum Objectives K-5 -Physical Education Resource Manual K-5 -Physical Education Outcomes K-12 Physical
3	90 minutes 36 weeks	Physical fitness & health related activities, diamond games, soccer, rope jumping, ball skills, net games, rhythms, tumbling, parachute, track, water safety, team games	-Physical Education Curriculum Objectives K-5 -Physical Education Resource Manual K-5 -Physical Education Outcomes K-12
4	90 minutes 36 weeks	Physical fitness & health related activities, soccer, rope jumping, newcombe, tinikling, bowling, net games, tumbling, basketball, square dance, softball, track	-Physical Education Curriculum Objectives K-5 -Physical Education Resource Manual K-5 -Physical Education Outcomes K-12
5	90 minutes 36 weeks	Physical fitness & testing and health related activities, soccer, football skills, rope jumping, volleyball, tinikling, bowling, net games, tumbling, basketball, square dance, softball, whiffleball, tennis, track, water safety	-Physical Education Curriculum Objectives K-5 -Physical Education Resource Manual K-5 -Physical Education Outcomes K-12
6	5 class periods every two weeks 36 weeks	Physical fitness, jogging, soccer/flag football skills, aerobics, bowling, floor hockey, basketball, volleyball, newcombe, tumbling, rope jumping, net games, track, softball/whiffleball	-Physical Education Curriculum Objectives 6-8 -Physical Education Resource Manual 6-12 -Physical Education Outcomes K-12

GRADE LEVEL	ALLOTMENT	CONTENT	CURRICULUM MATERIALS
7	5 class periods every two weeks 36 weeks	Physical fitness, jogging, soccer/flag football, aerobics, bowling, floor hockey, basketball, volleyball, tumbling, rope jumping, net games, track, softball/whiffleball	-Physical Education Curriculum Objectives 6-8 -Physical Education Resource Manual 6-12 -Physical Education Outcomes K-12
8	5 class periods every two weeks 36 weeks	Physical fitness, jogging, soccer/flag football, aerobics, bowling, floor hockey, basketball, volleyball, tumbling, rope jumping, net games, track, softball/whiffleball	-Physical Education Curriculum Objectives 6-8 -Physical Education Resource Manual 6-12 -Physical Education Outcomes K-12
9	From 1-5 periods per week 36 weeks	Physical fitness testing and related activities, swimming, CPR, team sports, individual and lifetime sports & activities, health	-Physical Education Curriculum Objectives 9-12 -Physical Education Resource Manual 6-12 -Physical Education Outcomes K-12 -Pasadena Ninth Grade Health Curriculum
10	From 1-5 periods per week 36 weeks	Physical fitness testing and related activities, swimming, CPR, team sports, individual and lifetime sports & activities	-Physical Education Curriculum Objectives 9-12 -Physical Education Resource Manual 6-12 -Physical Education Outcomes K-12
11	From 1-5 periods per week 36 weeks	Physical fitness testing and related activities, swimming, CPR, team sports, individual and lifetime sports & activities	-Physical Education Curriculum Objectives 9-12 -Physical Education Resource Manual 6-12 -Physical Education Outcomes K-12
12	From 1-5 periods per week 36 weeks	Physical fitness testing and related activities, swimming, CPR, team sports, individual and lifetime sports & activities	Physical Education Curriculum Objectives 9-12 Physical Education Resource Manual 6-12 Physical Education Outcomes K-12

HIGH SCHOOL COURSE DESCRIPTIONS

Physical Education (Four years, one unit of credit)

Grade Level: 9-10-11-12. Physical Education is required by Iowa Law for all students physically able. The physical education program is designed to contribute to the total development of the student through a wide variety of physical activities. The program encourages the mental, emotional, and social growth of the physical education student while continuing to stress the development of skills, strength, endurance, agility, rhythm, fitness, and sportsmanship.

Wellness/Health

The purpose of this unit is to present wellness information to ninth grade students. The topics are exercise, nutrition, disease prevention, STD'S/HIV/AIDS, personal health, hygiene, human sexuality/decision making, emotional-social well-being, and substance abuse/use/nonuse.

Team Sports

Team sports such as basketball, flag football, softball, volleyball, and soccer provide the students with opportunities to increase their abilities in eye-hand and eye-foot coordination, overall agility, endurance, and both individual and team strategies. Team sports provide the unique setting needed to experience success through a team effort.

Fitness Class

Fitness classes such as aerobics, weight training, track and field, jogging, circuit aerobics, and cross country can contribute to the student's overall endurance, strength, and cardiorespiratory efficiency. Students enrolled in these classes are introduced to a variety of health and wellness promoting activities.

Lifesaving Classes

Cardiopulmonary resuscitation, first aid, and swimming provide the student with the abilities to live safe lives. These classes also provide the student with the necessary background to help others. Lifesaving classes are of value to the individual student and to the community.

Lifetime Activities

The primary purpose of lifetime activities is to promote lifelong physical involvement by increasing the student's abilities and interest in a variety of activities. Lifetime or leisure time activities include archery, badminton, golf, table tennis, bowling, rhythms, camping skills, ice skating, skin diving, bicycling, tennis, and roller skating.

PEOPEL Program - Physical Education Opportunity Program for Exceptional Learners

The PEOPEL Program is based on the concept of using peer-helpers in physical education. The PEOPEL helpers work with students who have special and unique needs in physical education. This program is designed for any student who may benefit more from an individualized program than from the regular physical education program.

PHYSICAL EDUCATION FLOW CHART

	K	1	2	3	4	5	6	7	8	9	10	11	12
Aerobics							x	x	x	x	x	x	x
Archery										x	x	x	x
Badminton										x	x	x	x
Ball Control Skill	x	x	x	x									
Ball Rhythms				x									
Basketball					x	x	x	x	x	x	x	x	x
Bean Bag Activities	x	x	x										
Boating										x	x	x	x
Bowling					x	x	x	x	x	x	x	x	x
Cardiopulmonary Resuscitation										x	x	x	x
Carpet Squares	x	x	x										
Cross Country Skiing										x	x	x	x
Cycling										x	x	x	x
Diamond Games				x									
Flag Football							x	x	x	x	x	x	x
Floor Hockey							x	x	x	x	x	x	x
Folk Dance	x	x	x										
Football Skills						x	x	x	x	x	x	x	x
Golf										x	x	x	x
Hunter Safety										x	x	x	x
Jogging	x	x	x	x	x	x	x	x	x				
Locomotor Development	x	x	x										
Low Organization Games	x	x	x	x									
Modified Volleyball				x	x	x	x						
Motor Skills Games	x	x	x										
Movement Exploration	x	x	x										
Net Games				x	x	x	x	x	x	x	x	x	x
Optional Rhythms				x									
Orientation	x	x	x	x	x	x	x	x	x				
Parachute Activities	x	x	x	x									
Personal Awareness										x	x	x	x
Physical Fitness Testing	x	x	x	x	x	x	x	x	x	x	x	x	x
Playground Rules & Safety	x	x	x	x	x	x							
Rhythms & Dance										x	x	x	x
Roller Skating										x	x	x	x
Rope Jumping	x	x	x	x	x	x	x	x	x				
Snorkeling										x	x	x	x
Soccer					x	x	x	x	x	x	x	x	x
Softball						x	x	x	x	x	x	x	x
Square Dance					x	x							
Stunts & Tumbling	x	x	x	x	x	x	x	x	x				
Swimming										x	x	x	x
Tinikling					x	x							
Track & Field	x	x	x	x	x	x	x	x	x	x	x	x	x
Volleyball							x	x	x	x	x	x	x
Weight Training										x	x	x	x
Wrestling										x	x	x	x

Adapted Physical Education Program

Ruby Van Meter School is a special education facility which serves exceptional students between the ages of twelve and twenty-one with a wide variety of mental and physical disabilities. The Adapted Physical Education Program is totally coeducational, prescriptive in nature, and adapted on an individual basis so as to focus on those motor deficiencies diagnosed and defined in the current level of functioning statement in each student's Individual Educational Program. A diversified curriculum of motor skills, adapted aquatics, and competitive athletic opportunities is provided for these exceptional learners whose disabilities require special physical education programs.

Motor deficiencies in eye-foot coordination, balance, body image, and gross motor patterns are incorporated into the learning of lifetime and leisure sports. Activities such as badminton, bowling, golf, tennis, softball, roller skating, ice skating, volleyball, fishing, camping, and sledding are introduced and adapted to meet individual needs.

Physical fitness is a high priority for students with disabilities and emphasis is placed on programs for endurance, flexibility, and abdominal and upper body strength. Deficiencies in self-help skills are diagnosed and programs are developed to assist the student learn necessary self-help skills in the locker room before and after each physical education and swimming class.

Coeducational adapted aquatics classes have proven to be a valuable tool for teaching physical education to this special population. The use of swimming techniques and flotation devices, which are modified for analyzed instruction in water accommodation, body buoyancy, and basic stroke work, allows each student the opportunity to reach his/her full swimming potential and become more independent in an aquatic environment.

Since the majority of the exceptional students are lacking necessary social skills such as emotional control, cooperation, following rules, self-worth, and sportsmanship, they benefit from highly structured programs of competitive opportunities to correct these deficiencies. Consequently, the staff has implemented a unique series of intramural contests, meets, and tournaments, as well as a sophisticated coeducational program in Special Olympics team sports. Intramural competition is staged throughout the year in archery, wrestling, "Hot Shot" basketball spot shooting, swimming, and track and field. Teams are fielded in softball, volleyball, basketball, swimming, and track and field and participate in meets and tournaments officially sanctioned by Iowa Special Olympics, Incorporated. All of these activities are open to the entire student body and provide equal opportunities for both the male and female athlete.

Smouse School has many programs that service students with a wide range of abilities. Classes of day care, early childhood, special education, moderate to severe/profound, mentally disabled, Head Start, and behavioral disabled students all receive physical education. The physical education program/curriculum is developmentally appropriate and very diverse to ensure meeting the physical needs of each individual student. The activities presented and taught include large fundamental motor skills, sensory stimulation, eye-hand coordination, recreation/leisure skills, rhythms, game and sport skills, fitness, and swimming skills.

The PEOPEL Program is serving the students in a mainstreamed environment with peer tutors at Hoover, East, and Lincoln High Schools and Meredith and Hiatt Middle Schools. In the other buildings, physical education instructors adapt their lessons to meet the individual needs of those students currently being mainstreamed.

COCURRICULAR ACTIVITIES

Intramurals

All middle schools participate in intramurals through their T. A. (Teacher Advisory). One staff member at each school organizes the competition. A variety of team sports and recreational activities from the middle school curriculum is offered. After school/before school intramurals are offered in accordance with the availability of facilities. The philosophy of intramurals is participation for all. Several elementary schools also have intramurals or club activities. Thirty Willard Elementary students under the direction of Hays Harned, now retired physical education teacher from Willard School, performed tinkling and rope jumping skills at the National Physical Education Convention in Denver in 1994, in Washington D.C. in 1993, in San Francisco in 1992, and in Indianapolis in 1991.

A "Fun Run" was conducted for all interested fourth and fifth graders by the physical education staff on the Saturday morning of National Physical Education and Sports Week in May of 1991, 1992, and 1993. Approximately 800 students participated each year. That event was funded by Drug Free money. That money is no longer available. Therefore, as an alternative to this, in 1995 all elementary students in the Des Moines Public Schools were asked to join with students across the country at 10 A.M. on Wednesday, May 3, in Project A.C.E.S. (All Children Exercise Simultaneously). Students participated in a variety of activities. A letter was also sent home during the week encouraging families to begin participating together.

History

The history of the physical education program in the Des Moines Public Schools can be found in the "1990 Physical Education Program Evaluation".

Physical Education Department Goals in Des Moines Schools

1. To meet national, state, and district standards.
2. To provide a quality Physical Education program to all children who are physically able.
3. To enable students to reach and maintain an age-appropriate level of physical fitness.
4. To enable students to make healthy lifestyle choices.
5. To increase the access of computers to physical education students and staff.

INPUT EVALUATION

Sources of Revenue

Physical education teachers are paid from the General Fund. Funds from the Curriculum Development Budget and individual building budgets also help to support the physical education program.

Expenditures

HUMAN RESOURCE EXPENDITURES - 1995-1996

Elementary School:

42 Physical Education Teachers	
Salaries:	\$1,289,534
Benefits (30%)	\$ 386,860
Total:	\$1,676,394
Average Salary:	\$ 30,703

Middle School:

20 Physical Education Teachers	
Salaries:	\$ 673,400
Benefits (30%)	\$ 202,020
Total:	\$ 875,420
Average Salary:	\$ 33,670

High School:

27 Physical Education Teachers	
Salaries:	\$1,028,393
Benefits (30%)	\$ 308,518
Total:	\$1,336,911
Average Salary:	\$ 38,089

Physical Education Total:

89 Physical Education Teachers	
Salaries:	\$2,991,327
Benefits (30%)	\$ 897,398
Total:	\$3,888,725
Average Salary:	\$ 33,610

Elementary School Students	15,392
Cost per Student per year	\$108.91

Middle School Students	6,831
Cost per Student per year	\$128.15

High School Students	8,346
Cost per Student per year	\$160.19

Central Administration

Facilitator	1.1	\$50,665
Secretary	0.5	9,139
		59,804
Benefits (30%)		17,941
Total:		\$77,745

Explanation of Benefits and Cost per Student:

The salary total was multiplied by 30% to determine the cost of benefits. The cost per student was determined by dividing the total salary package at each level by the number of students at each level.

INSTRUCTIONAL MATERIALS

The Department of Physical Education is budgeted \$3,678 for this fiscal year. From this account support services are given to physical education departments for instructional purposes such as books, audio tapes, video tapes, equipment specific to building needs, major equipment for district use, maintenance and repair. The major expenditure, to date this year, has been \$370 for supplies to be used in C.P.R. at the high schools. Each building principal designates a dollar amount for his/her physical education department from the school's instructional budget. See Appendix A.

Last year thirty steps for step aerobics were purchased for \$539. These are being shared by the schools. Teachers have been asked for input regarding a similar purchase, one that can be shared and would be too large for a single building budget, for next year. Schools which have equipment that is no longer being used, inform the facilitator, who in turn advertises such to other schools in the monthly newsletter.

CURRICULUM DEVELOPMENT

The Curriculum Development Budget for 1995-96 is \$3005 and will be used this summer to update the curriculum in line with current standards.

PRIMARY RESOURCES

The primary resources currently used by the physical education staff are:

- "Physical Education Outcomes" - The purpose of the manual was to establish minimal outcomes in the physical education program.
- "Physical Education Resource Manuals for K-5 and 6-12" - These were developed by a committee of physical education teachers. They are primarily concerned with listing activities that would be appropriate for each level. There is emphasis on the fact that each individual is unique and the program should provide for these varying needs. Approximately 50 movement activities are offered at the 6-12 level. Kindergarten through fifth grade students are offered activities that encompass rhythm, stunts and tumbling, contests, rope jumping, warm-up, self testing, running, and games.
- "An Adapted Physical Education Resource Guide for the Elementary Classroom Teacher"
- "Bamboo Fun" (Tinikling Resource)
- "Curriculum Objectives K-5"
- "Curriculum Objectives 6-8"
- "Curriculum Objectives 9-12"
- "Low Organization Games"
- "Pasadena Ninth Grade Health Curriculum"

FACILITIES

New facilities have been constructed at Callanan, Harding, and Hiatt Middle Schools since the last evaluation. These facilities include regulation basketball courts, which convert into two cross-court basketball courts, locker room facilities, storage space, and physical education staff offices.

In-service/Staff Development

In light of the shortage of substitutes, every attempt has been made to provide for staff development outside of the school day. To this point, we have been able to enlist staff and community to volunteer to teach the classes.

Community Resources

Many of our parents volunteer to assist, especially at the elementary level. The greatest amount of help at the elementary level is enlisted during the annual field/fun days in the spring. Many P.T.A.'s have assigned physical education homeroom parents.

During the ninth grade health unit, community resources are enlisted to cover topics where they have more expertise than the classroom teacher. These include representatives from the American Heart Association, the Red Cross, Planned Parenthood, the American Lung Association, and the Iowa High School Athletic Association.

At Merrill Middle School Leung Shum and Don Walth demonstrated martial arts for an entire day this fall.

Janis Baker from Iowa State will present a session relating to multicultural dance at March In-service.

Mary Thissen-Milder from the State Department of Education's Physical Education Department and Cheri Juelsgaard from the State Department of Education Bureau of Special Education will speak at the March In-service. They will address the "S.H.A.P.E. of Iowa", a resource kit from the Iowa Department of Education designed to help educators, coaches, and policy makers become better informed about health education, physical education, and sport in Iowa and "Healthy Iowans 2000", which outlines health promotion and disease prevention goals and action steps. This publication is also available from the Iowa Department of Health.

Community resources used for physical education include bowling lanes, golf courses, roller skating centers, and the ice arena. Members of the Iowa National Guard come into the schools to demonstrate rappelling and give the students the opportunity to experience this activity.

Other Resources

Project Fit, a non-profit public charity dedicated to providing funding and program support to public schools to increase children's fitness testing levels and teach lifetime health habits, and Mercy Hospital Medical Center awarded a grant to Watrous Elementary School. The award includes teacher training, individual grade by grade curriculums, exercise equipment (consisting of 8 all-weather stations), and on-going support for a two year period.

Student Time Allotments for Physical Education

Grade Level	Length of Class	Number of Sessions Weekly	Time Per Week Per Student
K	30 minutes	1	30 minutes
1	30 minutes	2	60 minutes
2	30 minutes	2	60 minutes
3	45 minutes	2	90 minutes
4	45 minutes	2	90 minutes
5	45 minutes	2	90 minutes
6 - 8	45 minutes	2.5	90-135 minutes
9 - 12	50 minutes	1-5	50-250 minutes

Each high school develops its own schedule for physical education, considering enrollment, facilities, number of staff, state, and district requirements. The number of class periods per week at each high school follows:

High School	Staff	9th Grade	10th Grade	11th Grade	12th Grade
Central Campus	3	1	1	1	1
East	6	2.5	2.5	2.5	2.5
Hoover	4	5	5	5	5
Lincoln	6	3	3	2	2
North	3.5	3	3	3	3
Roosevelt	4	3	3	2	2

Teacher Allocation - Elementary Physical Education

At one time there was one physical education teacher per building, teaching fourth, fifth, and sixth graders only. Physical education alternated with health, which the physical education teacher also taught. Due to reduction in staff, physical education teachers are now assigned based on enrollment and instructional minutes required per day and week.

The following formula is used for determining staff assignments:

Given: 300 minutes of instructional time required daily
 Required weekly time:
 Kindergarten = 30 minutes
 Grade 1 & 2 = 60 minutes
 Grade 4, 5, & 6 = 90 minutes

Formula: Divide total time needed for K, 1, 2, 3, 4, and 5 by 300 minutes.

This will equal the amount of staff time needed for one particular elementary school. This number often necessitates the sharing of staff. Many principals have elected to use their points to purchase extra physical education. See Appendix B.

PROCESS EVALUATION

Work-flow Information

RESPONSIBILITY STATEMENT

The responsibility of the Facilitator of Physical Education is to provide leadership in facilitating and coordinating the various aspects of the elementary, middle school, and high school physical education program. Components of the program include curriculum development and implementation, staff development, human resources, and evaluation of the K-12 physical education program. Interacting with building principals, teachers, parents, state associations, and the media is essential.

Organizational Relationships

The Facilitator of Physical Education and Middle School Athletics reports to the Executive Director of Middle and High School Programs, the Executive Director of Elementary/Early Childhood Programs, Associate Superintendent for Teaching and Learning, the Associate Superintendent for Management Services, and the Chair of Instructional Support Services programs.

- 30% 1. Meet the organizational expectations of Superintendent, Assistant Superintendents, Executive Directors, principal's, athletic managers, teachers, coaches, and parents by being visible and accessible, by communicating consistently with appropriate individuals and/or groups, by focusing the direction of physical education and middle school athletics, and by being involved in the day-to-day experiencing.
- 30% 2. Continue to expand the athletic opportunities for middle school students by updating the middle school athletic plan. Among other agenda items, this will include expanding wrestling to the same level as volleyball in Community/Adult/Continuing Education.
- 30% 3. Continue to provide leadership to all physical education teachers by beginning work to upgrade the physical education curriculum according to the new National Content Standards, with emphasis on wellness.
- 10% 4. Continue to monitor, update, and evaluate the ninth grade physical education wellness unit and the districts comprehensive school health program in cooperation with health services, family and consumer sciences, students services, and the wellness coordinator.

A physical education advisory committee made up of representatives from elementary, middle schools, high schools, special education, and ninth grade health meets quarterly to deal with concerns in the K-12 physical education program. High school department chairs meet a minimum of once yearly, as do the teachers of ninth grade health.

A mentor program was started in the fall of 1994. New staff are teamed with experienced staff. The Facilitator meets with mentors, with proteges, and with mentors and proteges.

Goals and Objectives

DISTRICT GOALS

One 1995-96 District Goal significantly impacts physical education:

4. By September 1997, 95% of the district's special education students will have an opportunity to attend their residence school.

Physical Education In-service and Staff Development

THREE-YEAR STAFF DEVELOPMENT PLAN

1995-1998

1. Improve the quality of instruction in physical education.
2. Increase physical education instructors' understanding of the new content standards.
3. Increase physical education instructors' awareness of their part in Healthy Iowans 2000.
4. Increase physical education instructors' awareness of their part in the "well workplace".
5. Begin work on updating the K-12 physical education curriculum.
6. Begin work on continual in-servicing of staff regarding the new curriculum.

1995-1996

1. All physical education teachers will receive in-service regarding the new content standards, state guidelines, the "well-workplace", and Healthy Iowans 2000.
2. All physical education staff will have the opportunity to participate in staff development classes and/or in-service designed to improve instructional methods and techniques, with emphasis on wellness.
3. Physical education teachers will be encouraged to take effective teaching staff development classes.
4. Physical education teachers will be invited to participate in curriculum revision during the summer.
5. All members of the physical education staff and coaching staff will have the opportunity to certify to meet requirements in lifeguard training, C.P.R., first aid, and universal precautions training.

1995-1996 Staff Development Supporting Activities

1. Summer Workshops, 1995
2. Fall Conference, August, 1995
3. March, 1996, In-Service
4. Physical Education Department Sharing Sessions, 2nd and 4th quarters, 1995-96
5. Teacher Conferences
6. Workshops

1994-1995 Funds

Amount: Phase III grant for \$1,088.64 for "CPR and First Aid Re-Certification for Instructors"

PHYSICAL EDUCATION STAFF DEVELOPMENT SESSIONS

Fall Conference and March In-service Staff Development sessions that have been presented are listed below:

August 1995-96

- Aquatic Update-David Linder, Hoover High School
- Physical Best Fitnessgram and "You Stay Active"-Debby Dearden, Instructor at Smouse School and State Coordinator of Physical Best Fitnessgram
- National Content Standards-Facilitator
- "When the Cheering Stops"-(video relating to head injury)
- Funky Folk Dance-Carole Larsen, East High School
- Eclipse Ball-Joyce Vickroy, East High School

March 1994-95

- What Works, What Doesn't Work in Our Elementary Physical Education Curriculum-Facilitator
- What Works, What Doesn't Work in Our Middle School Physical Education Curriculum-Facilitator
- What Works, What Doesn't Work in Our High School Physical Education Curriculum-Facilitator
- Reaching All Students in my Physical Education Class-Panel consisting of Debby Dearden, Smouse; Dave Linder, Hoover; Bonnie Bell, Garton; Judy Cope, Wallace/Adams; Larry Beltrame, Hillis
- Using the Computer in Physical Education and Coaching-Larry Johnson, Wright, and Jerry Bell, Lovejoy

March 1995-96 (the following sessions are scheduled):

- How to Teach Step Aerobics-Kathy Hermsen, Douglas Elementary
- "S.H.A.P.E. of Iowa" and "Healthy Iowans 2000"-Mary Thissen-Milder, State Department of Education and Cheri Juelsgaard, State Department of Education, Bureau of Special Education
- Multicultural Dance in the Elementary School-Janis Baker, Iowa State University
- Technology in Physical Education II-Larry Johnson, Wright Elementary, and Jerry Bell, Lovejoy

"Share Sessions"

Sharing sessions are held on a voluntary basis the second and fourth quarters in order that instructors may share ideas and assist each other.

STAFF DEVELOPMENT CONFERENCES AND PROFESSIONAL MEETINGS

In addition to the aforementioned district staff development opportunities, several members of the physical education staff have attended professional meetings outside of the district since the last report. They in turn share knowledge gained with other staff members. Conferences include:

<u>Conference</u>	<u>Place</u>	<u>Number of Staff Attending</u>
Iowa Association for Health, Physical Education, Recreation, and Dance		
1995	Newton	19
1994	Ames	19
1993	Marshalltown	14
1992	Council Bluffs	11
1991	Waterloo	9

**District Association for Health, Physical
Education, Recreation, and Dance**

1995	Fargo, North Dakota	2
1994	Denver, Colorado	3
1993	Omaha, Nebraska	2
1992	Des Moines, Iowa	11
1991	Rapid City, South Dakota	2

**National Association for Health, Physical
Education, Recreation, and Dance**

1995	Portland, Oregon	5
1994	Denver, Colorado	5
1993	Washington, D.C.	5
1992	Indianapolis, Indiana	3
1991	San Francisco, California	5

Workshop on Wheels

	Edmunds Academy (presenters travel)	
Let The Olympics Move You-1995		11
Multicultural Games-1994		6
Integrating Academics into Physical Education-1993		6
Cooperative Learning Strategies-1992		5

Adapted Physical Education-95

	Buena Vista	2
Autism Workshop-95	Heartland, AEA 11	4
Lakeshore Wellness-95	Storm Lake	1
U.S.P.E. Conference-95	Orlando, Florida	3
American Wilderness Leadership School-95	Springbrook	1
Adapted Workshop-94	Camp Dodge	5
Minnesota Physical Education Conference-91 and 93	Brainard, Minnesota	2
Physical Education Conference-92	Minburn	2
Adapted Workshop-92	Heartland, AEA 11	3
Fish Iowa Aquatic Education-92	Springbrook	1
Annual Sharing Sessions	University of Northern Iowa	6

Influence of Technology in Physical Education

Technology belongs in the physical education classroom just as it belongs in other areas. The large number of students that a single teacher deals with has made it extremely difficult to keep meaningful data. With access to computers, true assessment is possible. The computer can be taken to the gymnasium and even out to the field, where learned students can enter their own data. The instructor can then do the necessary statistical treatment. It is possible that physical education scores, especially fitness scores, could become part of the students permanent record. It would seem very beneficial to follow the progress the student makes in achieving age appropriate fitness scores from K-12. To date, however, only the pilot technology schools have done much in this area.

I asked Larry Johnson to comment on technology in physical education at Wright Elementary: Technology is a very important part of the physical education program at Wright Elementary School. Computers have allowed the students at Wright to have a true assessment of their fitness abilities. The Learners Profile Program offers daily assessment of students' physical skills in many areas such as dance, ball control skills, track and field, and many other sports activities. This program is used in conjunction with the hand held Newton®. The data base program I use for my daily record keeping not only allows me to have up-to-date attendance records on all students, but serves as my physical fitness record keeping program. This is great for the students when used with the Graph Power Math program. Students can see their growth on charts and build their own personal physical fitness program by using the Hyper Studio Program. The Quick Take Camera Program allows us to have pictures and physical action records of all students in various activities. For skills testing I use the spread sheet program. This allows me to test and grade each student by the end of class time. Students always know how well they are doing and what they need to improve on daily.

Technology belongs in the physical education classroom. We at Wright believe this and I as physical education teacher will continue to work to improve my knowledge about computers. Technology could be invaluable to the Des Moines Physical Education Department.

Program Equity

Regular physical activity, physical conditioning, and health maintenance skills are essential for living now and in the future. It is necessary that all persons regardless of sex, race, cultural background, or disability be provided with the physical skills and social attitudes necessary to reach their maximum potential. Adapted physical education and coeducational physical education programs in the Des Moines schools are examples of this equity.

PRODUCT EVALUATION

Contribution to Mission Statement

Physical education is taught to all students, who are physically able, in a variety of ways, so that all of these students are expected to learn. Children, who at one time might have been excused from physical education class or who might not have been able to attend the neighborhood school, now participate and enjoy success in the regular classroom setting. During National Physical Education and Sport Week in May, all elementary children were asked to participate in Project ACES (All Children Exercise Simultaneously) with children across the country. All of the five high schools have made improvements since their last NCA evaluations. These improvements are outlined in Appendix C.

Strengths of Physical Education Department

The greatest strengths of physical education are: the professional staff, the mentor program, the advisory committee, the progress being made to bring the curriculum in line with new National Content Standards, the willingness of staff to share their expertise through workshops and in-service, and the monthly newsletter. New staff members have reported very favorably regarding the mentor program. The advisory committee serves as a sounding board for all the staff through these representatives and has proven to be an effective vehicle. Many staff members have been/will be able to expand their offerings after having attended workshops and in-service delivered by our own staff.

Deficiencies of Physical Education Department

The greatest deficiencies are:

- the poor perception of physical education by many in the community;
- inadequate time for in-service of staff;
- inadequate access to computers;
- the elimination of the adaptive physical education specialist at a time when her services are needed more than ever;
- amount of time wasted in the classroom on administrative tasks and students waiting for a "turn" because of inadequate time for in-service and inadequate budgets;
- inadequate facilities at the middle schools, where there is only one inside teaching station and in the elementary schools, where the lunchroom and gymnasium are one in the same in the majority of the cases;
- and inadequate staffing in the middle school.

As the current program is brought in line with the new National Content Standards, as the teachers receive in-service, and put the new curriculum and methods in place, the quality of the program and instruction should improve and consequently perception should improve.

Facilities concerns were addressed in all the buildings in the original Vision 2005 planning.

Unfortunately, many of the physical education needs have been cut. The same would be true in regard to technology. Physical education is in the technology plan for 1999.

Testing in Physical Education

At the time of the last report, it was stated that "there is one district wide test in physical education, the Physical Best Fitness test". Each instructor was to conduct that test and use the results for the individual's improvement only. Since that time, the test battery has been reevaluated on the national level. The Facilitator and Doug Minear from Edmunds Academy attended meetings at the National level as the new battery and assessment techniques were being formulated. Debby Dearden, Smouse, is now serving as the State Coordinator for Physical Best Fitnessgram. Larry Beltrame at Hillis Elementary School and Cherie Mortice and Mike Boyle at Brody Middle School are piloting the program this year. During the summer of 1996, the curriculum development committee will decide what direction we will take in future fitness testing and which fitness battery we will adopt for the district.

Skill and knowledge tests are to be devised, given, and evaluated by the department and/or instructor at each building. Letter grades are given, beginning in fourth grade. Prior to that an "S" on the report card indicates steady progress and an "N" indicates that the student may need additional time, practice, or opportunities. Concepts/skills are also evaluated. These are:

1. Demonstrates an age-appropriate level of physical fitness
2. Uses coordinated movements in activities
3. Knows rules, terms, and strategies for a variety of activities

The new National Content Standards speak directly to assessment in each of the content areas. The curriculum development committee will address this in the updating of the curriculum this summer also. Our goal will be to incorporate a comprehensive education and assessment program designed to improve the physical fitness and health of our students for now and the future.

Awards and Honors Received in Physical Education

TEACHER AWARDS

Cindia Badger, Van Meter, was elected Secondary Chair of the Iowa Association for Health, Physical Education, Recreation, and Dance in 1995 and was named Special Olympics coach of the year in 1991.

Sandy Bouton Rupnow, Brooks, serves on the Boards of the Iowa and Central District Associations for Health, Physical Education, Recreation, and Dance.

Debby Dearden, Smouse, is the President-Elect of the Iowa Association for Health, Physical Education, Recreation, and Dance, was named Iowa Adapted Teacher of the year in 1995, Rotary Teacher of the year in 1994, and Outstanding Area Director for the Iowa Special Olympics in 1993, and received the PEPI (Physical Education Public Information) Award in 1991.

Doug Minear, Edmunds, was named teacher of the year by the Iowa Association for Health, Physical Education, Recreation, and Dance in 1991.

STUDENT AWARDS

Jump Rope for Heart

Brooks-several State Jump Rope Champions

Hanawalt and Woodlawn-listed in top twenty for money raised in Polk County in 1995

Elk's Hoop Shoot Champions-Brody, Callanan, Greenwood, Hanawalt, Hillis (4th in State), Moore

Elementary School Drake Relays Champions-Jefferson, Longfellow, Moore, Monroe, Perkins, Pleasant Hill

Special Olympics-Van Meter track athlete to World Games Team in 1995 and swimmer to World Games Team in 1991

Fitness Awards

Granger-70% of students received National Fitness Award and one student received the Presidential Award-1995

Facilitator Objective Outcomes

RESOURCE MANUAL

In the fall of 1995 each staff member submitted his/her areas of expertise to be listed in a manual. Teachers are encouraged to call someone with particular expertise in an area when they are in need of assistance. This is also a valuable tool when planning workshops and in-service.

MONTHLY NEWSLETTER

The Facilitator prepares and distributes a monthly newsletter entitled "P.E. NEWSBEAT, IT'S FROM THE HEART". The intent of the letter is to inform staff of happenings in the department and the field of physical education. It is a form of in-service. The title of the newsletter was submitted by George Davis at East High School.

MENTOR PROGRAM

A mentor program was started in 1994-95 and a corresponding manual was developed. At that time, current staff were asked if they would like to serve as mentors for the new teachers. Many volunteered and some of these were paired with new staff last year. Principals were notified. Mentors introduced the new staff during the Fall Conference. Meetings were held to train mentors and meetings were held with mentors and proteges both as a group and individually. Proteges observed mentors and mentors in turn observed proteges, while classes were covered by the Facilitator. The program was evaluated by all involved, goals for the following year were established, and mentors and proteges were recognized.

PHYSICAL EDUCATION ADVISORY COMMITTEE

The Physical Education Advisory Committee was reinstated in 1994-95. Staff members, who were interested in serving on the committee, were asked to submit their names. The number of volunteers far exceeded the number of slots on the committee. All interested persons, who were not placed on the original committee, will have the opportunity to serve in the future. The committee consists of the Facilitator, three representatives each from elementary, middle, and high school, an adapted physical education specialist, and a ninth grade health instructor. The committee meets quarterly. The Facilitator sets one half of the agenda with the remainder of the agenda determined by the committee. All staff have been encouraged to share their concerns and interests with committee members.

DES MOINES PHYSICAL EDUCATION ASSOCIATION

Thirty years ago this was a very strong organization. Nearly 100% of the staff members meet approximately once a month for dinner and in-service. In the initial year of trying to reorganize, we have one third of the staff participating in such activities.

Survey Results

HIGH SCHOOL SENIOR SURVEY 1994-95

The 82.4% of the graduates completing this instrument indicated the following about Physical Education:

	Average Response 1995	Average Response 1994
1. Appropriate classes provide information about careers.	3.3	3
2. Classes provide a variety of meaningful activities.	2.7	2.8
3. Classes use materials that treat students equally regardless of race and sex.	2.2	2.3
4. Classes provide for different abilities of students.	2.5	2.5
5. Classes provide preparation for further study or training.	3.0	3.0
6. Students receive frequent, timely feedback of their progress.	2.9	2.8
7. Class sizes are too large.	2.9	2.9

Items 2 and 3 received responses that were on the average more positive in 1995 than in 1994. Staff has little control over class size. The Facilitator has gone to each of the high school departments and has asked each to consider the results of this survey in planning and delivering the curriculum.

Scale:

1 = Strongly agree

2 = Agree

3 = Neither agree or disagree

4 = Disagree

5 = Strongly Disagree

Summaries of Observations

OBSERVATIONS BY THE FACILITATOR

In order to carry out the objective for the facilitator, each building was visited a minimum of two times during the 1994-95 school year in regard to physical education for the purpose of observing, assisting with instruction, and supporting the physical education staff. To this point in the 1995-96 school year, each of the schools has been visited a minimum of one time. This year each school will be visited at least three times with a minimum of four visits scheduled to each school yearly thereafter.

NORTH CENTRAL ASSOCIATION (NCA) SUMMARY

The limitations and recommendations made by the North Central teams and the corresponding actions taken at the five high schools since their last evaluations are listed in Appendix C. Many improvements have been made and more will be made in the future.

TITLE IX SURVEY RECOMMENDATIONS

- In-service on multicultural, nonsexist approaches to physical education curriculum.
- Emphasis on recreational, conditioning, and health skills which can be used over long-term periods of one's life.
- Surveys of students to see if we are meeting their needs and providing a beneficial and meaningful program.
- Cultural origins of the various games and activities.
- Diverse cultural/racial groups, both men and women, and disabled individuals should be used as resource persons.

ENROLLMENT HIGHLIGHTS, FALL 1995

Since the state requirement and our district requirements for physical education are the same and the state requires that all students physically able shall participate in physical education during each semester they are enrolled, the total enrollment of the Des Moines schools is enrolled in physical education with the following exceptions:

On September 15, 1995, 35 students were reported to be exempt from physical education for medical reasons for the year, 7 at the middle schools and 28 at the high schools. Two middle school students were reported to be exempt from physical education for religious reasons. At Scavo High School 378 students are not participating in physical education. Of these, 367 are high school students and 11 are middle school students. At Central Academy 201 are not participating in physical education because of schedule conflicts. Forty-four senior students at Central Campus are not participating because they are carrying a full compliment of academic courses, therefore are not able to fit physical education into their schedules and are excused by the Council of Principals. Students at Casady, Orchard Place, and PACE are enrolled in physical education. See Appendix D.

Cost vs. Benefits

All students in the Des Moines Public Schools are provided with Physical Education. The physical education program in essence is providing a life insurance policy for our students—a policy of prevention. This policy costs the district \$109 for elementary students, \$128 dollars for middle school students, and \$160 for high school students.

Adjustments in the budget have been made as follows: the Supervisor of Physical Education and Athletics has been replaced by the Facilitator of Physical Education and Middle School Athletics, thus eliminating an administrative position, the corresponding salary, and administrative financial benefits. The number of teaching positions has been cut in some schools and increased in others to reflect enrollment changes.

Improvement of Past Needs

In the last report it was recommended that there be in-service and/or additional adapted physical education personnel. There have been several in-service opportunities related to adapted physical education, as well as workshop opportunities outside of the district. However, we have lost our adaptive physical education position.

It was recommended that the time allotments be increased in physical education. This has not been done because of budget constraints. The members of the physical education staff will be striving to develop a quality program, worthy of additional time and money.

It was recommended that each school's physical education department have access to a computer. This goal has been achieved in only 16 of the schools.

It was recommended that contract physical education be eliminated. This was done during the 1991-92 school year. The restructured school day has enabled each high school to schedule students into physical education classes during the day or during an early bird session.

It was recommended that physical education instructors and coaches be afforded the opportunity to meet new requirements in teaching and coaching, especially in aquatics, C.P.R., and first aid. This opportunity is available yearly.

It was recommended that representatives from Lincoln High School observe other physical education departments across the state. These visits were to Ankeny High School, West Des Moines Valley High School, and Prairie of Cedar Rapids. The Cedar Rapids visit was made in the fall of 1995.

It was recommended that a required health course be implemented into the curriculum. This was done in August of 1991. The course is now taught to ninth grade students through the Physical Education Department. When the students are in health, they are not receiving other physical activity, however. The Wellness/Health Unit for physical education is designed to introduce all ninth grade students in the Des Moines Public Schools to identified wellness/health concepts.

These wellness topics are:

Exercise-2 days

Nutrition-2 days

Disease Prevention (STD's/HIV-AIDS)-3 days

Personal Health

Hygiene-1 day

Human Sexuality/Decision Making-2 days

Substance Abuse/Use/Nonuse--includes tobacco, alcohol, and drugs-3 days

Stress Management-1 day

Safety/First Aid-1 day

Total-15 days

Students should leave this unit with the ability to make intelligent life choices in each of these areas. Each will develop a plan for the high school years. Built into this plan should be the student's plan for physical education for the remainder of high school. Prior to graduating students will be asked to readdress their plan, this time directing it to life after high school.

The Comprehensive School Health Committee has been meeting for sometime, assessing the delivery of health throughout the curriculum. The committee is in the process of recommending that a program be piloted at one of the five high schools, where health would be offered on alternating days with ninth grade physical education. This class would be coordinated with physical education, other curricular areas, school services, and the community. At the same time, East High School decided they would like to do this and are pursuing the possibility of a course at this time.

FUTURE PLANNING

Future Needs

The Physical Education program will be greatly enhanced and better able to meet the needs of our children with increased time for in-service of staff so they will be teaching the curriculum of the present and the future, not the past, and where they can gain further knowledge about children with special needs; with the return of an adaptive physical education instructor to the staff; with increased equipment budgets in the buildings, where there is no waiting time, but rather where all students are participating the greater majority of the time; with computers located in the physical education wings of all buildings to improve instruction and facilitate the recording of data; with additional staff and additions to the physical plants at the middle schools; and with better facilities, specifically separate lunch rooms and gymnasiums in the elementary schools.

Future Plans

The curriculum has not been updated in any detail since 1980. New National Content Standards have just been adopted. This provides an ideal time to update the district curriculum. The new standards list benchmarks in every other grade beginning with kindergarten and ending with the 12th grade. The committee will begin working in June. Work will be ongoing and the curriculum will be updated yearly. Corresponding in-service will follow each update. If we are afforded an opportunity to have in-service as a result of early dismissal, there will be no additional cost and the quality of our program can improve markedly. The Iowa Department of Education will be developing criteria, which will be used in identifying exemplary programs throughout the state. These will provide direction to us as we move our program into the next century.

In-service must be provided for physical education instructors and coaches so that they may meet new requirements for coaching, instructing, and supervising aquatic activities as they are mandated by the Department of Health. During June of 1995, a staff development course in emergency water safety, first aid, and C.P.R. was taught for our staff by David Linder, instructor at Hoover High School. Also in June, through a Phase III grant, the physical education instructors responsible for teaching C.P.R. in our high schools, were paid for their mandated retraining. District funding for these unfunded mandates would seem nothing less than fair to our staff who throughout their careers spend countless hours recertifying. For some classes it is yearly, for others it is every other year, and for still others it is every three years. The current wage is \$18.71 for such activities.

By 1997-98, 95% of the district's special education students will have the opportunity to be housed in their residence school. Many of the students will not be appropriately placed in a mainstreamed setting without adaptations to the physical education program. In order to meet the students' needs and program for these students in physical education appropriately, there will need to be quarterly in-service training because instructors are going to be seeing a multitude of special needs, varying from year to year as new students enter a building. With more and more severe/profound classes and moderate classes being mainstreamed into regular schools, more consultative services or team teaching will be needed to assure appropriate programming for these students in the area of physical education. Returning an adaptive physical education teacher to our staff would enable the department to provide consultative services to all physical education teachers relating to special education students. The cost of this need would be a new teacher's salary. The adaptive specialist could in turn provide the quarterly in-service to all concerned staff. The specialist could also consult with elementary self-contained mental disability teachers in the gross motor part of their curriculum, give in-service, evaluate students, and help program for the class. A monthly meeting time could be set up with an open invitation to teachers of students with special needs. Concerns would be addressed and possible solutions sought with the help of the facilitator; the adaptive specialist; instructors from Van Meter, Orchard Place, and P.E.O.P.E.L. classes. Staff Development opportunities in adapted physical education need to be provided for yearly.

Each of the school's physical education departments needs to have access to at least one computer. The computer would be used to, among other things, record fitness tests, develop fitness norms, record scores of other tests, keep grades, and chart attendance. This a carry over from the last report. If this recommendation should be implemented, there would be concrete data for this report the next reporting time. The physical educators in elementary school are responsible for all the children in a building. The time frame does not allow for a great deal of paperwork. Students could actually input their own data into the computers, as is currently being done at Wright Elementary School under the direction of Larry Johnson. This is one of our pilot technology schools, however. If this is possible at the elementary level, it certainly is plausible at middle and high schools. (Cost \$135,783; \$2,889 x 47 stations)

TITLE IX SURVEY RECOMMENDATIONS

- In-service on multicultural, nonsexist approaches to physical education curriculum. Every effort possible will be made to address this again during in-service in 1996-97.
- Emphasis on recreational, conditioning, and health skills which can be used over long-term periods of one's life. The ninth grade health class has been added since this recommendation was made. The other skills are already in the curriculum, but will be readdressed in the updating of the curriculum during the upcoming summer.
- Surveys of students to see if we are meeting their needs and providing a beneficial and meaningful program. In part, the Senior Survey does this. The possibility of an instrument designed entirely for physical education will be investigated.
- Cultural origins of the various games and activities. This already is included in the curriculum, but will also be readdressed in the updating of the curriculum.
- Diverse cultural/racial groups, both men and women, and disabled individuals should be used as resource persons. Some of this is done, but we will try to raise the level of awareness.

Future Goals

In Healthy Iowans 2000, six goals are addressed in the area of "Physical Activity and Fitness":

1-1 Distribute information and promotional materials regarding the benefits of physical fitness to 60% of Iowa households, and increase the awareness of fitness activities available in the state, which will result in a 20% reduction in the number of Iowans with a sedentary lifestyle.

1-2 Have the Iowa Youth Fitness Task Force create an effective network consisting of a minimum of 20 members interested in the health, education, and physical fitness of Iowa youth and develop at least four programs to create public awareness of fitness levels, promote physical activity, and improve the quality and quantity of school and non-school programs in 1995.

1-3 Provide comprehensive information to 75% of Iowans on the availability of community fitness resources such as lighted, fenced, regulation-sized doubles tennis courts; supply detailed access information on community pools; and provide information on the network of local, county, and state multi-purpose trails that are available for a variety of exercise programs and activities by 1996.

1-4 Increase the percentage of work sites with physical fitness programs by the year 2000 based on the following targets:

- 20% of work sites with 50-99 employees
- 35% with 100-249 employees
- 50% with 250-749 employees
- 80% with 750 or more employees

1-5 Increase to at least 50% the number of children and adolescents in 1st through the 12th grade who participate in daily physical education at school.

1-6 Increase the amount of time that students spend being physically active to 50% of the time spent in physical education classes, preferably engaged in physical fitness activities that can be continued for life.

We have targeted goal 1-6 as the top priority. The intent of this goal is to improve the quality of physical education programs. Healthy Iowans 2000 indicates that 26% of the time in class is spent on instruction, 22% on administrative tasks, and 25% is spent waiting. It also points out that while some fitness activities are offered, team sports are still the major emphasis. Although many of our schools have progressed past this point, we can always look to improve.

This goal can be achieved through in-service, staff development, school visits to see master teachers making effective use of time, evaluation of units in the updated curriculum to assure a fitness/wellness component, and encouragement of staff to attend curricular workshops outside the district.

Our second priority would lie in goal 1-5. In the last report, it was recommended that class time be increased. Nationwide there is a tremendous push for quality daily physical education. The key herein lies in the word "quality". Granted, a state mandate for daily physical education needs to be in place. However, physical educators need to demonstrate that they have quality programs before they can expect funding at the district level for daily physical education. The fact that a mandate is not in place does not lessen the needs of our young people. We do have daily physical education at Hoover High School. Harding has a class that meets daily. There are a few other classes throughout the district that meet on a daily basis. Roosevelt is writing a proposal for an elective daily class.

State Imposed Changes

We must be prepared at all times to deal with change, especially unfunded mandates from the Department of Health in the area of aquatic certification. This year we are also facing the possibility of the legislature lifting the physical education requirements. This has come about in part by the abundance of requests for waivers such as those needed to adjust delivery of physical education to accommodate block scheduling. This in no way, however, lessens the need for physical education. Because of lifestyle changes, our students are in need of physical education, with the emphasis on wellness, more today than ever.

Vision 2005

Planning for Vision 2005 was greeted by the physical education staff with enthusiasm never before surpassed. The thoughts of separate gymnasium and lunchroom facilities in the elementary school, of swimming pools in all the schools, of increased teaching stations in the middle school, and of improved facilities inside and outside were used in each facility plan. Unfortunately, only a small percentage of this will become reality.

Long-range Vision

The vision of the facilitator is to see the Physical Education Department of the Des Moines Public Schools become #1, whether that be in Polk County, the State of Iowa, the Midwest, or the nation, is yet to be seen. In so doing, we would be providing our constituents with a program that would enable them to live healthy and happy lives and ultimately to live longer because they have made healthy lifestyle choices.

APPENDIX A
PHYSICAL EDUCATION
INSTRUCTIONAL BUILDING BUDGETS

High Schools	Supplies
Central Campus	\$ 500.00
East	1,750.00
Hoover	1,000.00
Lincoln	1,000.00
North	700.00
Roosevelt	1,750.00
Van Meter	500.00

Middle Schools	Supplies
Brody	1,974.00
Callanan	1,499.00
Goodrell	500.00
Harding	430.00
Hiatt	650.00
Hoyt	700.00
McCombs	728.00
Meredith	432.00
Merrill	448.00
Orchard Place	150.00
Weeks	200.00

Elementary Schools	Supplies
Adams	\$ 500.00
Brooks	110.00
Cattell	300.00
Cowles	
Douglas	475.00
Edmunds	50.00
Findley	200.00
Garton	150.00
Granger	500.00
Greenwood	450.00
Hanzwalt	650.00
Hillis	500.00
Howe	200.00
Hubbell	450.00
Jackson	156.46
Jefferson	400.00
King	300.00
Longfellow	200.00
Lovejoy	250.00
Madison	300.00

Elementary Schools	Supplies
Mann	\$350.00
McKee	350.00
McKinley	300.00
Mitchell	300.00
Monroe	300.00
Moore	425.00
Moulton	200.00
Oak Park	150.00
Park Avenue	555.00
Perkins	400.00
Phillips	450.00
Pleasant Hill	200.00
Rice	200.00
Smouse	200.00
Stowe	380.00
Studebaker	361.00
Wallace	275.00
Watrous	300.00
Willard	250.00
Woodlawn	350.00
Wright	400.00

APPENDIX B-ELEMENTARY ALLOTMENT

ELEMENTARY SCHOOLS

	Allotment	Assignment
Adams	0.9	1.0
Brooks	0.8	0.8
Cattell	0.9*	1.0
Cowles	0.1	0.1
Douglas	1.0	1.0
Edmunds	1.0	1.0
Findley	0.8*	1.0
Garton	0.9	0.9
Granger	0.9*	1.0
Greenwood	0.9*	1.0
Hanawalt	0.7	0.7
Hillis	1.0	1.0
Howe	0.7	0.7
Hubbell	0.8	0.9
Jackson	1.0	1.0
Jefferson	0.6	0.6
King	0.6	0.6
Longfellow	0.7	0.7
Lovejoy	0.7*	1.0
Lucas	1.0	1.0
Madison	0.8*	1.0
Mann	0.6	0.6
McKee	0.8	1.0
McKinley	0.6	0.6
Mitchell	0.6*	1.0
Monroe	0.9*	1.0
Moore	1.0	1.0
Moulton	1.0	1.0
Oak Park	0.8*	1.0
Park Avenue	1.2	1.3
Perkins	1.0	1.0
Phillips	0.5	0.5
Pleasant Hill	0.6	0.6
Rice	0.6	0.6
Smouse	1.0	1.0
Stowe	0.9	1.0
Studebaker	1.0	1.0
Wallace	0.7*	1.0
Watrous	0.7	0.7
Willard	1.0	1.0
Windsor	0.8	0.9
Woodlawn	1.0	1.0
Wright	0.7*	1.0

*Used extra points to have additional physical education

APPENDIX C

NCA EVALUATIONS AND ACTIONS

East - 1989-1990

Limitations and Recommendations:

1. Some classes are overcrowded and create problems in finding adequate space as well as creating undesirable teaching situations. The locker rooms are particularly crowded. If no additional space is available to alleviate this situation, counselors and the department chairperson need to work on balancing student physical education assignments. This will be a particularly difficult problem if contract physical education is dropped.
2. There is much paperwork involved in keeping attendance, grades, and fitness records. There is a serious need for some type of clerical aid for the staff and a substantial increase in storage cabinets.
3. There is much planning organization related to handling and organizing the large volume of students and teaching assignments. The department coordinator should have released time of one period per day to assist with this situation. Again, the increased numbers of physical education students which will result from dropping contract physical education will seriously compound this situation.
4. Contract physical education is difficult to control and should be dropped completely from the curriculum.

Action: Contract physical education has been dropped.

5. There is a need to administer a standardized physical fitness test at least once a year. This needs to be coordinated between the school district and East High School.

Action: Students are given a physical fitness test yearly.

6. There has been some discussion of instituting a seven-period day in the future. If this is done, great care should be taken by the administration to ensure that teachers are not given a sixth teaching assignment, but rather given the additional period to plan, meet with other department members, and refine the department program components. Time is now not available in sufficient quantity to staff members to permit them to do those things which badly need to be doing.

Action: Teachers were given a sixth teaching assignment, not planning time.

Hoover - 1990-1991

Limitations and Recommendations:

1. Contract physical education should be dropped so all students would be involved in regular physical education classes.

Action: Contract physical education has been dropped.

2. Better communication is needed between staff dealing with regular day to day activities.

Action: Their team meets every three weeks.

3. A regular classroom for the PEOPEL Program is needed so they do not have to share with the ROTC class.

Action: The class meets alone part of the time and must share at other times.

4. Consider rotation of the units taught by staff so all staff may teach in their area of expertise.

Action: This is being done.

Lincoln - 1991-1992

Limitations and Recommendations:

1. **Limitation:**

The number of women and men instructors needs to be more balanced.

Recommendation:

Another women instructor needs to be added to ensure proper locker room supervision and for the continuation of a wide range of activity offerings for the students.

Action: A second full-time female staff person has been added.

2. **Limitation:**

The growth of the physical education program is limited by the lack of facilities, both inside and out, and by the apparent lack of upkeep of the present facilities.

Recommendations:

- a. The outside activity area needs to be evaluated to see what can be done to better maintain the current available areas. Also, it needs to be determined if additional areas could be established by converting a parking lot into an activity area and by moving the baseball field to another site.

Action: Built outdoor sand volleyball courts.

- b. There is a need for an additional indoor facility that could be used as a wrestling/mat area and activity area.

Action: Increased weight room size.

- c. Maintenance of the existing facility needs to be upgraded. The lack of cleanliness eliminates the use of certain areas as teaching stations. The balcony areas need to be kept clear and clean so they can be used as teaching stations.

Action: Developed activities that can use the space behind the upper bleachers.

The gym/locker room areas are as clean as can be found. Lincoln has an extremely capable custodial staff.

- d. An effort needs to be made to add greater sequential skill development to the curriculum.

3. **Limitation:**

Although the curriculum has been expanded, there is a need to continue to enhance the offerings to meet the needs of the students.

Recommendations:

- a. A rhythms unit needs to be added.
- b. The value of physical fitness in every student's life needs to be incorporated into every class offering.
- c. A plan needs to be implemented to update, evaluate, and adjust curriculum on a regular basis.

Action: They have a fully implemented coeducational program.

More lifetime activities have been added with aerobics, roller skating, sand volleyball, recreational darts, golf, bocce ball, croquet, and archery, to name a few.

d. A classroom is needed for instruction in CPR and health.

Action: A mobile unit is now available for physical education class use (health class).

4. **Limitation:**

The varying class sizes for the same activity makes it difficult to effectively plan lessons that provide for optimum student learning.

Recommendations:

a. The department needs to work with the counseling office to devise a method to ensure a better balance in the number of students each hour.

b. Better utilization needs to be made of the part-time staff members during the hours that have the most students.

Action: Class sizes have been altered to match the number of teachers available per period.

5. **Limitation:**

Only two of the staff are members of the national and state associations for physical education.

Recommendation:

All members of the staff plus selected students would benefit greatly by the information, ideas, and resources that are provided by professional membership.

6. **Limitation:**

No health education classes were observed in the physical education area. Health is an elective offering of the first semester unit in applied science and is discussed in home economics classes. A ninth grade health unit will be required during second semester in the physical education curriculum.

Recommendation:

A comprehensive health education class needs to be established with a curriculum designed to meet the needs of today's youth. This class needs to stand alone as an offering, not as part of science, home economics, or physical education.

Action: Health is required of all 9th graders and C.P.R. is required of all 10th graders.

North - 1991-1992

1. Limitation:

Communication between the Physical Education Director from the district office and physical education staff would be a helpful asset in pursuing the overall mission of the school.

Recommendation:

Should the opportunity be made available, it would be helpful in pursuing the overall objectives and goals for the school, the teacher, and the district if a faculty association were formed. This association could schedule meetings and collectively set a course of action for all students.

Action: There is now a monthly newsletter from the district office, a faculty association, a faculty advisory committee, and sharing sessions each semester.

2. Limitation:

Integration of age groups to accommodate scheduling conflicts exists.

Recommendation:

If at all possible, the mission of the school could best be serviced by not integrating age groups. Integrating presents a difficult learning situation for a small staff because of the various skill levels of different age groups.

Action: The majority of ninth grade students are scheduled together on Monday, Wednesday, and Friday. There is an additional staff member in the afternoons everyday also.

3. Limitation:

Professional growth within the faculty could be encouraged more. Although there are many professional organizations available to the faculty, it is apparent that these opportunities are not being pursued.

Recommendation:

The entire faculty should be granted the necessary expenses and release time to become actively involved with their professional organizations at the state level, as a minimum requirement, and be encouraged strongly to seek professional growth at the national level.

4. Limitation:

Safety equipment necessary to meet state codes is lacking in the swimming pool.

Recommendation:

Follow the State of Iowa manual for swimming pools and spas for the proper aspects of the swimming facility.

Action: All equipment is in place except the rails on the diving boards. However, the boards are locked up and not used for physical education class.

5. **Limitation:**

Certified instructors and lifeguards for teaching aquatic portions of the curriculum are needed.

Recommendation:

All faculty that are directly responsible for working in the swimming pool must be certified by a certifying agency in the course of lifeguarding. All faculty who are directly responsible for teaching swimming should be certified by a certifying agency in the course of Water Safety Instructor.

Action: Swimming pool personnel have been certified.

6. **Limitation:**

Adaptation of the physical education program for those students with handicapping conditions in order to allow them to profit from the regularly scheduled programs is needed.

Recommendation:

Ensure the availability of the adaptive physical education instruction to accommodate the students' needs in this area. All areas, such as the swimming pool, should be handicapped accessible.

7. **Limitation:**

The presence of SUCCESS program has created a challenge for the faculty in physical education. Students use the gym floor area to gain accessibility to the candy and pop machines. This has proven to be very disruptive. Also, in the office area of SUCCESS, the students are becoming accustomed to using this area for the purpose of loitering during inclement weather.

Recommendation:

Control the access to the gym floor by locking the doors. Inform students that they must go outside and enter through another location. Also, coordinate with the hall monitor a patrolling schedule in an attempt to eliminate the loitering during school hours.

Action: This recommendation has been implemented.

8. **Limitation:**

Dressing rooms for women coaches are unavailable.

Recommendation:

Modification will take place in the women's locker-shower area to accommodate a dressing area for women coaches.

Action: Coaches may dress in the physical education office in the girls' locker room.

9. Limitation:

Lockers are rusted in both men's and women's dressing rooms. This particular part of the facility does not enhance the overall attitude pertaining to personal hygiene.

Recommendation:

Paint the lockers in the men's and women's dressing rooms.

Action: The men's dressing room is painted, but the women's is not yet done.

10. Limitation:

Equipment, along with equipment replacement, has some limitations. The present budget structure does not allow for adequate purchasing of new or replacement of old equipment.

Recommendation:

Increase the budget allocation to accommodate the needs that presently exist in the areas of swimming pool, table tennis, volleyball, basketball, and archery. Also, an annual allocation that would exceed the previous budget commitment would be very helpful for future growth.

Action: The budget has increased, but is still inadequate.

11. Additional Recommendations:

- a. If the busing and facilities could accommodate an extracurricular intramural program, it appears the school has the population to support such a program.
- b. Explore the possibility of implementing a dress code and color coded uniforms for all physical education classes.
- c. Explore the possibility of mandating showers for all students who have participated in physical activities.

Roosevelt - 1990-1991

Limitations and Recommendations:

1. The contract physical education program does not meet the physical education needs of the students and therefore should be abolished.

Action: Contract Physical Education has been abolished.

2. Additional locker room space is needed for the girls' physical education classes and athletic teams.

Action: The physical education staff does not take part in central office building planning so they will wait for 2005 or longer for additional facilities. In the meantime, locker rooms have been reassigned to be more equitable.

3. The annual budget for physical education is inadequate and should be increased.

Action: The budget has been increased but it is still inadequate.

4. All students should be required to attend and participate in physical education classes unless they are excused for medical reasons.

Action: The physical education staff is not responsible for those attending Central Campus who are exempt from physical education.

5. All students should be required to take nine weeks of swimming and nine weeks of CPR training two hours per week during their sophomore year.

Action: Swimming is required in the 9th grade. CPR is required in the 12th grade.

6. First aid supplies should be ordered for the physical education department.

Action: First aid supplies come from the nurse.

7. Adequate storage areas need to be provided for equipment.

Action: The physical education staff does not take part in central office building planning so they will wait for 2005 or longer for additional storage.

8. Offer an "early bird" physical education class starting at 7:00 a.m.

Action: Early bird was available until staff was reduced.

APPENDIX D-ENROLLMENT

These figures are based on reports from the physical education teacher/s in each building in September.

ELEMENTARY SCHOOLS

Class Size	Average	Range
Adams	25	19-28
Brooks	25	16-35
Cattell	30	20-32
Cowles	14	11-16
Douglas	24	17-29
Edmunds	22	15-27
Findley	23	23-25
Garton	25	20-29
Granger	25	20-31
Greenwood	25	20-27
Hanawalt	25	19-34
Hillis	26	22-28
Howe	26	20-30
Hubbell	27	24-30
Jackson	23	20-28
Jefferson	25	16-28
King	23	22-24
Longfellow	20	16-27
Lovejoy	26	21-32
Lucas	22	16-29
Madison	23	18-33
Mann	23	22-28
McKee	25	19-28
McKinley	25	21-28
Mitchell	24	19-27
Monroe	27	22-32
Moore	24	17-31
Moulton	24	20-35
Oak Park	25	21-28
Park Avenue	27	17-36
Perkins	22	20-25
Phillips	24	19-29
Pleasant Hill	22	19-32
Rice	23	20-26
Smouse		5-22
Stowe	25	21-30
Studebaker	26	21-28
Wallace	21	13-29
Watrous	25	21-34
Willard	25	23-40
Windsor	25	11-29
Woodlawn	25	20-46
Wright	25	21-28

MIDDLE SCHOOLS

Class Size-# of staff	Average	Range
Brody-2	33	46-88
Callanan-2	66	26-106
Goodrell-2	43	44-79
Harding-2.5	70	47-96
Hiatt-2	43	28-72
Hoyt-2	52	30-70
McCombs-2	54	36-63
Meredith-2	65	25-96
Merrill-2	42	19-66
Orchard Place-1	8	5-18
Weeks-2	64	43-84

HIGH SCHOOLS

Class Size-# of staff	Average	Range
Central Campus-3	61	20-80
East-6	112	102-124
Hoover-4	127	63-175
Lincoln-6	120	76-178
North-3.5	65	40-120
Roosevelt-4	90	71-142
Van Meter-2		Physical Education - 15-20 Swimming - 8-12

JROTC-PE - 349