November 12, 2015

Dr. Paul McKendrick, Superintendent
Tuscaloosa City Schools
P. O. Box 038991
Tuscaloosa, AL 35403-8991

Dear Dr. McKendrick:

Upon review of Tuscaloosa City Schools’ Innovation/Flexibility Zone application, I am happy to approve your Innovation Zone plan. Attached are approval recommendations for implementing the requests made in the Tuscaloosa City Schools Innovation/Flexibility Zone application. The recommendation to partner with the Alabama State Department of Education to develop and pilot a new collaborative cross-teaching program is the kind of innovative thinking that is a clear pathway to student success.

Your continued commitment to innovation in education will provide exceptional opportunities to meet the needs of each of your students and prepare each for college and/or career in the 21st century. It is evident that the Tuscaloosa City Schools’ plan for innovation ensures increased learning opportunities for accelerating students on a trajectory that will lead to success.

Please remain in communication with Mrs. Karen Porter to share your successes, challenges, and lessons learned that will be valuable to our moving our state forward and to providing helpful guidance to other districts as they develop innovative plans.

Sincerely,

Thomas R. Bice
State Superintendent of Education

TRB:KWP:DK

Attachment

cc: Mrs. Sherrill W. Parris
    Mrs. Shanthia Washington
    Mrs. Robin Nelson
    Mrs. Karen Porter
Qualifications and Recommendations for Approval of the Tuscaloosa City Schools 2015 Innovation Plan

Concerning the Tuscaloosa City Schools’ request for allowing students attending The Alberta School of the Performing Arts who participate in the dance program to meet requirements for physical education through their dance classes – Allowable with this qualification and recommendation:

1. All standards outlined in the 2009 Alabama Course of Study: Physical Education for Grades 6-8 must be taught.
2. It is recommended that the physical education teacher and the dance instructor work with designated Alabama State Department of Education staff to develop and pilot a collaborative and cross-teaching approach to physical education and the arts.
3. The results of the pilot program will be shared with statewide physical education and fine arts professional groups as an example of collaboration and innovative thinking.
Provide greater flexibility in meeting the educational needs of a diverse student population

Improve educational performance through greater school autonomy and managerial flexibility to administer programs and budgetary matters

Provide greater control to local decision making

Leverage new methods and tools to improve outcomes and solve persistent problems

Challenge to make important choices

Enable an entirely new way of thinking
Dr. Tommy Bice  
Superintendent of Education  
State of Alabama  
50 North Ripley Street  
P.O. Box 302101  
Montgomery, Alabama 36104  

July 21, 2015  

Dr. Bice:  

This letter is to inform you that The Alberta School of Performing Arts, which is part of the Tuscaloosa City School System, intends to pursue an innovation/ flexibility contract with the Alabama State Department of Education. The Alberta School of Performing Arts is seeking a waiver of ALSDE policy regarding physical education.  

Sincerely,  

[Signature]  

Paul McKendrick, Ed. D.  
Superintendent
WHEREAS, The Tuscaloosa City School Board of Education will pursue an Alabama State Department of Education (ALSDE) Innovation Zone/ Flexibility contract; and

WHEREAS, the Tuscaloosa City School Board of Education will give full support in pursuing the ALSDE Innovation Zone/ Flexibility contract; and

WHEREAS, assurances that the board will offer consistency in leadership and commitment to state standards, assessment and academic rigor will be provided; and

WHEREAS, evidence of the opportunity for full discussion and public input to include a public hearing will be submitted; and

WHEREAS, the innovation/ flexibility proposal will be posted on the school system’s website to allow accessibility to the general public;

NOW THEREFORE BE IT RESOLVED, that the Tuscaloosa City School Board of Education will follow the submission and approval process for the Alabama State Department of Education Innovation Zone/ Flexibility Application.

Done this 21st day of July of 2015.

Lee Garrison  
Board Chair

Earnestine Tucker  
Board Member, District 2

Norman Crow  
Board Member, District 3

Cason Kirby  
Board Member, District 4

Harry C. Dr  
Board Member, District 5

Marvin Lucas  
Board Member, District 6

Erskine Simmons  
Board Member, District 7
Alabama State Department of Education
Innovation Zone/Flexibility Application

A completed Innovation Zone Plan application should be submitted via e-mail to Mrs. Karen Porter, kporter@alsde.edu.

An Innovative School System

Pursuant to the Alabama Accountability Act 2013-64, to be considered as an innovative school system, a local school system shall successfully comply with the requirements and procedures set forth by the State Department of Education regarding school flexibility contracts.

Innovative School System Components

Flexibility Contract: “A flexibility contract between the local school system and the State Board of Education wherein a local school system may apply for programmatic flexibility or budgetary flexibility, or both, from state laws, regulations, and policies, including regulations and policies promulgated by the State Board of Education and the State Department of Education.”

Innovation Plan: “The request of a local school system for flexibility and plan for annual accountability measures and five-year targets for all participating schools within the school system.”

The Flexibility Contract and the Innovation Plan - The Flexibility Contract sets forth the local school system’s request for relief from specific mandates in state law, regulations, and policies. In exchange for the requested flexibility, the local school system proposes an Innovation Plan to meet annual accountability benchmarks and its five-year targets.

Flexibility Contract and Innovation Plan Requirements

Contract Requirements:
The proposed Innovative School System shall:
1. Submit to the Alabama State Department of Education (ALSDE) a letter of intent to pursue a flexibility contract.
2. Submit to the ALSDE a Resolution adopted by the local board supporting the intent to pursue a Flexibility Contract, the proposal, and the anticipated timeline of the local school system.
   (The submitted resolution indicates that an opportunity for full discussion and public input, including a public hearing, was provided before submitting a Flexibility Contract proposal to the ALSDE.)
3. Submit to the ALSDE a document of assurance stating the local board shall provide consistency in leadership and a commitment to the state standards, assessments, and academic rigor.
Innovation Plan Requirements:
The proposed Innovative School System shall:
1. Submit to the ALSDE the school year that the local school system expects the Flexibility Contract to begin.
2. Submit to the ALSDE the list of state laws, regulations, and policies that the local school system is seeking to waive in its Flexibility Contract.
3. Submit a list of schools included in the innovation plan of the local school system.
4. Submit to the ALSDE the final Innovation Plan, as recommended by the local superintendent of education and approved by the local board of education.

Upon receipt of the Innovation Plan/Flexibility Contract by the ALSDE, a letter of confirmation of receipt will be sent to the local superintendent and the process for review will begin. Within 60 days, the innovation plan will be placed on an Alabama State Board of Education work session and regular meeting agenda for discussion and final determination. The school system will receive written notification of approval or non-approval. Should the innovation/flexibility plan be denied, an outline of procedures and necessary steps to amend and resubmit will be communicated to the local superintendent.

Innovation Plan Assurances

The following are requirements that cannot be waived:
- Those imposed by federal law
- Those related to the health and safety of students or employees
- Those imposed by ethics laws
- Those imposed by open records or open meetings laws
- Those related to financial or academic reporting or transparency
- Those designed to protect the civil rights of students or employees
- Those related to the state retirement system or state health insurance plan
- Those that would compensate an employee at an annual amount that is less than the amount the employee would otherwise be afforded through the State Minimum Salary Schedule
- Those that would involuntarily remove any rights or privileges acquired by any employee under the Students First Act of 2011, Title 16, Chapter 24C, Code of Alabama 1975
- Those that would deny any right or privilege granted to a new employee pursuant to the Students First Act of 2011
- Those that would authorize the formation of a charter school

Certifying Signatures of the Local Superintendent and Local Board President

To be considered as an Innovative School System, we certify that we comply with the requirements of Act 2013-64 and procedures set forth by the Alabama State Department of Education regarding Flexibility Contract requirements and Innovation Plan requirements.

Please sign below:

Paul M. Kendrick
Local Superintendent (Date)

J. A. Foster
Local Board President (Date)
Section 1 - Applicant Information

Indicate the intended school year for implementing the Innovation/Flexibility Plan: ______

Please complete the following information:
School System Applying:  Tuscaloosa City Schools
School System Superintendent:  Dr. Paul McKendrick
School System Contact’s Name & Title (if different than superintendent):  Mr. Andrew Maxey
Contact’s Telephone Number:  205-759-3722
Contact’s E-Mail Address:  amaxey@tusc.k12.al.us

Please complete the chart below for system leaders responsible for supporting the plan (add rows as needed):

<table>
<thead>
<tr>
<th>Name of Team Member</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Brenda Parker</td>
<td>Principal</td>
</tr>
<tr>
<td>Dr. Joseph Spann</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Dr. Jeffrey Schultz</td>
<td>Fine Arts Coordinator</td>
</tr>
</tbody>
</table>

Please complete the chart below for each school involved/impacted by the plan (add rows as needed):

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Alberta School of Performing Arts</td>
<td>Mrs. Brenda Parker</td>
</tr>
</tbody>
</table>
Section 2 - Specific Waiver Requests

Indicate the specific type(s) of policy or code that prohibit or constrain the plan from which you wish to request a waiver.

Indicate in the table below the waiver request type(s) that apply:
- ALSDE Policy Waiver Request (Specify memorandum, etc., outlining policy)
- Alabama Administrative Code (AAC) Statute Waiver Request (Specify AAC Rule No., etc.)
- Code of Alabama 1975 Waiver Request (Specify law, etc.)

(Insert additional rows as needed):

<table>
<thead>
<tr>
<th>Waiver Request Type</th>
<th>Flexibility Requested</th>
<th>Impact of the Waiver</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALSDE Policy</td>
<td>Certified Physical Education Teacher Required (2009 Alabama Course of Study: Physical Education, page 34).</td>
<td>Students attending The Alberta School of the Performing Arts and participating in the dance program will meet requirements for Physical Education through their dance classes.</td>
</tr>
</tbody>
</table>

Section 3 - Vision

Creative Vision for the Plan

Please describe the plan’s vision, goals, and innovative features for student success that will be addressed. Share the purpose and expected outcome for students. Also include the intended impact of the flexibility requested in the innovation plan. Include how the proposal reflects Alabama’s PLAN 2020 and/or the system’s strategic plan. If applicable, share data, best practices, and any community and stakeholder support that support the plan.

The Alberta School of the Performing Arts (TASPA) was established to create rich learning opportunities for students from across Tuscaloosa City Schools. The school aims to envision performing art programs as “majors” and “minors” for students, instead of as “elective” classes. The very legitimacy of the school rests on its ability to provide students with a unique opportunity in these areas. All students select two performing art programs in which to participate from among the following: Strings, Vocal Music, Band, Theatre, Visual Art, and Dance. In order to create sufficient flexibility in serving all students, this waiver seeks permission to satisfy requirements for Physical Education for the students who participate in the dance program through the activities and lessons in those classes. While students in the dance class would not be required to enroll in a separate Physical Education class, students in all other Major/Minor programs would attend PE daily. By allowing students in the Dance program this flexibility, school resources can be allocated to serving all students effectively.

The precedent for creating alternative pathways for students to receive PE credit has already been set
in Tuscaloosa through our approved waiver that allows high school students to seek credit for physical activities that occur outside the school day. The ability of middle school students to satisfy Physical Education requirements through Dance courses would be a decision consistent with the existing practice and would expand Tuscaloosa City Schools’ ability to provide students rich learning experiences.

Section 4 - Goals, Evaluation, and Sustainability

Aspirations, Expectations, and Communicating Outcomes
Please specify measureable goals, objectives, activities, and a timeline for meeting the identified outcomes of the plan. Please specify any alternative accountability measures/benchmarks to be put in place as a result of the flexibility requested. Share how the Innovation Plan will be monitored and evaluated, and how results will be reported. Indicate how the impact on increasing student success and/or other stated goals and objectives will be shared within your school system and beyond (e.g., students, teachers, parents, community, MEGA, CLAS). Share how implementation of this Innovation Plan will be sustained by current leadership.

110 students are enrolled at The Alberta School for the Performing Arts (TASPA) for the 2015-2016 school year. Enrollment during the 2016-2017 is expected to climb to 150 students and to remain level at that number in subsequent years. Because it is a high-interest/demand program, between 30 and 50 students are expected to request to participate in the Dance program each year. Permission to omit a separate Physical Education class from the schedules of students participating in the program would have a dramatic impact on the school’s ability to offer the depth of learning opportunities intended for all students.

Standards required as part of the established middle school Physical Education Course of Study will be incorporated into the dance courses by design. A matrix detailing how each standards will be addressed accompanies this document. For the purposes of accountability, the dance instructor will be held to the same standards a physical education teacher is. Appropriate instruction will be monitored through lesson plan review. Student mastery will be monitored through regular review of grades (data review) and required student performances (evidence-based outcomes). This flexibility would directly support the vision for TASPA. Expected outcomes include dramatically elevated student mastery of the performing arts they study. Beyond that, the school is specifically designed to develop students’ creativity and expression and to develop through the agency of those disciplines an increase in students’ critical thinking and problem-solving skills, written and verbal expression and achievement in the core academic areas. In short, students who attend TASPA are expected to demonstrate significant growth by a range of measures. A plan that allows the intent of laws regarding public education to be satisfied without narrowly enforcing the letter of those laws will make that vision demonstrably more feasible.

The opportunity to participate in the dance program at The Alberta School of the Performing Arts has already been communicated with parents across the school system. If approved, the plan to omit Physical Education classes from the schedule of students who opt into the program will be communicated with parents of students enrolled at TASPA via letter, SchoolCast (automated) phone call, and posts on the school (and system) website. In subsequent years, this opportunity will be included in communication that is provided to parents across the school system as part of the application process to TASPA. School and system administrators are willing to share successes (and
areas of difficulty) at state-level conferences such as MEGA or CLAS in regards the impact a flexibility in scheduling had on student success both specifically as it regards substituting dance for PE and in general.
Future implementation of this plan will be administered entirely by the school administration of TASPA. Each school year, students participating in the dance program will be omitted from the Physical Education rosters when student schedules are built. The dance instructor will be responsible (under the supervision and review of the principal) for designing and delivering instruction that satisfies both high quality dance instruction and the instructional standards required for Physical Education in middle school.

Section 5 - Assurances, Documentation, Submission

Flexibility and Innovation Plan Submission Requirements
In order to assure that the application is complete, verify that:
- All assurances, documents, resolutions, and certifying signatures, or any other requirement as specified in the Alabama Accountability Act 2013-64, and any outlined within the application, are included (pages 2 and 3, An Innovative School System).
- Specific waiver requests for relief from rules, policies, code, etc., have been included (page 5, Specific Waiver Requests).
- The innovation plan reflects the vision and goals of Alabama PLAN 2020 and/or the school system strategic plan (page 5, Waiver Summary).
- Any data collected or disseminated does not violate the privacy rights of any student or employee.

Submitting the Innovation Plan:
- It is requested that the Innovation Plan/Flexibility Contract be submitted electronically. The superintendent will receive a letter confirming the date of receipt of the Innovation Plan. Within 60 days, the approval or non-approval status will be communicated to the local superintendent.
- Communication and collaboration during the process is welcomed and encouraged. All questions regarding the Innovation Plan/Flexibility Waiver should be directed to Mrs. Karen Porter (kporter@alsde.edu or 334-242-8154).
<table>
<thead>
<tr>
<th>Standard</th>
<th>Who will be responsible for teaching the standard?</th>
<th>How will each standard be taught?</th>
<th>When will the students receive this instruction?</th>
<th>How will the standard be assessed for mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate movement combinations from a variety of physical activities that enhance cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Examples: running, weight training, circuit training, aerobics</td>
<td>Dance Teacher</td>
<td>Through the following dance activities: plie, tendu, battement, various leaps, turns, jumps, core strengthening exercises, daily stretches, modern, ballet, and jazz technique class.</td>
<td>All dance students will receive physical training throughout the year for implementation of classroom studies, fitness practices, performance and physical fitness test.</td>
<td>Students will be assessed through daily activities, rehearsals, performances, formal assessments, and rubric based performances.</td>
</tr>
<tr>
<td>2. Demonstrate complex movement sequences in a variety of physical activities. Examples: martial arts, dances, games, outdoor pursuits, individual and team sports</td>
<td>Dance Teacher</td>
<td>Through the following dance activities: 3 assessments each quarter (one in ballet, jazz and modern), performance phrases. Dance choreography and performances will require complex movement patterns.</td>
<td>Through dance class, rehearsals, and performances.</td>
<td>Students will be assessed through instructor observed assessments and performance assessments.</td>
</tr>
<tr>
<td>3. Utilize rules and strategies for safe game play and selected lifetime activities. Example: organizing teams for modified games</td>
<td>Dance Teacher</td>
<td>Through the following dance activities: Explain the importance of discipline in dance, demonstrate effectual understanding of verbal instruction, analyze personal strengths and weaknesses as a performer, analyze personal strengths and weaknesses as a leader, and develop a plan for lifelong health.</td>
<td>Throughout the school year in dance class, rehearsals and performances. Risk assessments are rendered for each physical activity based on personal abilities, flexibility, prior knowledge, strength, as well as environmental factors.</td>
<td>Demonstration of proper etiquette in a dance class. Practice and assessment of proper dance technique. Creating an illustration of current and future healthy goals that include physical activity and fitness.</td>
</tr>
<tr>
<td>4. Identify short- and long-term health-enhancing benefits of physical activity. Examples: lowering resting heart rate, reducing stress level, increasing metabolism, strengthening the immune system • Identifying effects of age on physical activity preferences and participation • Explaining the relationship of physical, emotional, and cognitive factors that influence the rate of improvement in fitness performance</td>
<td>Dance Teacher</td>
<td>Through the following dance activities: Develop a plan for personal growth, develop a plan for lifelong leadership, encourage a love of the arts and an understanding of how it affects our culture.</td>
<td>Throughout the school year during rehearsals, class, and performances.</td>
<td>Students will document the effects of age on physical activity and will assess the cultural benefits that may result from regular participation in health-enhancing physical activity. Documentation will be filed in the students' personal folder.</td>
</tr>
<tr>
<td></td>
<td>Dance Teacher and or Counselor</td>
<td>Through dance activities and structured classes where students are taught required skills and technique following state established guidelines.</td>
<td>Students receive instruction and career planning which requires exploration of career choices based on individual skill and interest in a wide variety of career choices. These careers will include but are not limited to those in the health, fitness, and dance pathways included professional dancers and dance instructors. Students will be visited by various professionals in different fields to discuss future career paths.</td>
<td>Through performance assessment tasks with scoring guides that require: Researching a career, identifying personal strengths and interests, linking them to possible career paths. By assembling a career development portfolio.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5. Identify requirements for selected careers in physical education, health, and fitness.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Identify strategies for positive behavior modification and for social interaction among diverse populations. Example: using peer intervention to bring about desired changes in behavior</td>
<td>Dance Teacher</td>
<td>Through dance activities and structured classes where students are taught required skills following state established guidelines. Preparations for performances require continuous team building efforts and provide a positive atmosphere. Students from diverse multicultural backgrounds interact daily with a common goal.</td>
<td>Throughout the school year during rehearsals and performances.</td>
<td>Instruction observation and individualized mentoring.</td>
</tr>
<tr>
<td>7. Explain the impact of participating in multicultural physical activities. Example: developing cultural awareness</td>
<td>Dance Teacher</td>
<td>Through dance activities and structured practice where students are taught required skills and technique following state established guidelines.</td>
<td>Throughout the dance year in rehearsals and performances. These include but are not limited to International Festival, Black History Month Performance, Celebrate the Arts, Honor Dance Festival, Winter and Spring Show. Students will also be exposed to various cultural dances. Students who have prior knowledge to cultural dances will be asked to share their experiences.</td>
<td>Instruction observation: Engaging student interaction among peers fostering appropriate teamwork ethics.</td>
</tr>
<tr>
<td>Standard</td>
<td>Who will be responsible for teaching the standard?</td>
<td>How will each standard be taught?</td>
<td>When will the students receive this instruction?</td>
<td>How will the standard be assessed for mastery?</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8. Demonstrate responsible personal and social behavior during physical activities. Examples: awareness of surroundings to avoid injury, respect for officials' decisions</td>
<td>Dance Teacher</td>
<td>Through dance activities and structured rehearsals where students are taught required skill following state established guidelines</td>
<td>Through weekly health classes, through injury prevention classes, and throughout dance classes, rehearsals and performances.</td>
<td>Teacher observed assessment Collect behavior records on each student including discipline reports. Students will demonstrate appropriate behavior at performances (both as an audience member and as a performer) and while traveling to and from events</td>
</tr>
</tbody>
</table>
| 9. Demonstrate responsibilities of a leader or a follower to accomplish group goals. | Dance Teacher                                 | Through dance activities and structured rehearsals where students are taught required skill following state established guidelines | Throughout the school year during class, rehearsals and performances                                                    | Teacher observed assessment Students will help to organize participation in events and performances. Duties may include but are not limited to:  
  - Bus lists  
  - Chaperone lists  
  - Distribution and organization of uniforms  
  - Organization of props  
  - Publicizing events  
  - Encouraging everyone's participation  
  - Running backstage duties |
| 10. Critique a community service project that involves physical activity by identifying benefits, problems, compromises, and outcomes. Examples: walkathons, fun runs, Jump Rope for Heart fundraisers | Dance Teacher                                 | Through dance activities and structured rehearsals where students are taught required skill following state established guidelines | Throughout the school year during class, rehearsals and performances                                                    | Participation log and structured reflection. Student will select a community even approved by the band director:  
  - Cancel benefit performance  
  - Relay for Life  
  - Performing at hospitals/nursing homes  
  - Performing at elementary schools |
<p>| 11. Utilize health and fitness technologies to develop a healthy lifestyle. Examples: heart-rate monitors, pedometers, spirometers, skin fold calipers ensuring target physiological functions utilizing correct instruments Calculating health risk based on body composition | Dance Teacher                                 | All students receive instruction and practice skills such as monitor heart rate, proper nutrition and hydration for athletes/performers. | Throughout the school year during class, rehearsals and performance                                                    | Teacher observed assessment. Reflections in personal folder                                                                 |
| 12. Utilize safe practices when participating in physical activities. Examples: avoiding high-caffeine energy drinks, avoiding dangerous | Dance Teacher                                 | Through dance activities and structured rehearsals where students are taught required skill following state established guidelines | Throughout the school year during class, rehearsals and performance                                                    | Students will identify and record in their personal folder common risks associated with physical exertion outside rehearsals and classes. Students will develop and plan and |</p>
<table>
<thead>
<tr>
<th>Task</th>
<th>Subject</th>
<th>Description</th>
<th>Teacher Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Compare goals for attaining and maintaining fitness.</td>
<td>Dance Teacher</td>
<td>Through dance activities and structured rehearsals where students are taught required skill following state established guidelines</td>
<td>Throughout the school year during class, rehearsals and performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher observed assessment. Students will implement a daily regiment for proper fluids, rest, nutrition, and exercise program. Evidence of completion will be recorded in student's personal folder. Each student will develop a plan and do monthly self-assessments.</td>
</tr>
<tr>
<td>14. Construct criteria for evaluation of commercial fitness and health products and services. Examples: cost, consumer reviews, availability</td>
<td>Dance Teacher</td>
<td>All students receive instruction in evaluating commercial fitness equipment in relationship to cost and benefits associated with lifelong physical fitness. Students will assess what products and services are conducive to a dancer's muscular needs.</td>
<td>Throughout the school year during class, rehearsals and performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher observation and mentoring</td>
</tr>
<tr>
<td>15. Create a nutrition program that targets goals for maintaining energy and recommended body composition.</td>
<td>Dance Teacher or Physical Education Teacher</td>
<td>All students receive instruction in nutrition as a part of the health curriculum.</td>
<td>Throughout the school year during class, rehearsals and performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher observed assessment. Students will implement a daily regiment for proper fluids, rest, nutrition, and exercise program. Evidence of completion will be recorded in student's personal folder. Each student will develop a plan and do monthly self-assessments. Students will also learn the risks of cigarette, alcohol and drug use and how it will affect their performance.</td>
</tr>
<tr>
<td><strong>Standard</strong></td>
<td><strong>Who will be responsible for teaching the standard?</strong></td>
<td><strong>How will each standard be taught?</strong></td>
<td><strong>When will the students receive this instruction?</strong></td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>-------------------------------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>16. Design a personal fitness plan that promotes activity for life.</td>
<td>Dance Teacher or Physical Education</td>
<td>All students receive physical training throughout the year through implementation of fitness practice and a physical fitness test.</td>
<td>Throughout the school year during class, rehearsals and performance. In coordination with the Physical Education Department's implementation of the Physical Fitness Test.</td>
</tr>
<tr>
<td>- Using selected assessments to modify an individualized fitness plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example: range of motion, skin fold, heart rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Applying principles of specificity, overload, frequency, intensity, time,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and progression to physical activities Examples: recording progress,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>selecting activities, arranging exercise, tracking progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrating a lifestyle that includes participation in physical activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>on a consistent basis</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fitness Assessment</strong></th>
<th><strong>Who will be responsible for testing?</strong></th>
<th><strong>Who will record and report scores?</strong></th>
<th><strong>Month of Fall Test</strong></th>
<th><strong>Month of Spring Test</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Fitness Test (Bi-Annual)</td>
<td>Dance Teacher or Physical Education</td>
<td>Dance Teacher or Physical Education Teachehr</td>
<td>Pre-test November</td>
<td>Post-Test April</td>
</tr>
</tbody>
</table>