



Lexington Public Schools

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To: Dr. Paul Ash
Members of the Lexington School Committee

From: Eamonn Sheehan, Nicole Rhodes, Co-Chairs PE/Wellness
The Physical Education and Wellness and Wellness Curriculum Review Committee:
Deputy Superintendent Dr. Lynne Sarasin, Jim Banks, Russ Bosbach, Mike Gloor,
Emmet O'Brien, Karen Boudreau, Jennifer Wolfrum, Julie Fenn, Jason Rajotte, Saana
McDaniel

Re: **Executive Summary:**
Update on Year Two of the Physical Education and Wellness Curriculum Review

Date: June 3, 2008

***Health — a state of complete... well-being and not merely the
absence of disease or infirmity.***

Preamble to the Constitution of World Health Organization

The Physical Education and Wellness Curriculum Review Committee was formed in August 2006. The committee continued with the Year 2 curriculum review process during the 2007/2008 school year. The committee convened on four (4) days (9/12/07, 12/5/07, 3/5/08, and 5/14/08). The goals of Year 2 were to draft the K-12 Physical Education and Wellness Curriculum aligned with the Massachusetts Department of Education Frameworks, to pilot programs, to continue development of the Diversity Curriculum, and to analyze and report Youth Risk Behavior Survey (YRBS) data to the community.

The committee experienced some personnel changes. Eamonn Sheehan and Jim Banks were appointed interim co-chairs for the 2007/2008 school year. We would like to extend our best wishes to Jim Banks for a full recovery. The committee would like to thank Nicole Rhodes for taking on the elementary chair position during Jim's absence.

Several summer workshops were convened in 2007 to develop pilot programs for the school year. Pilot programs included Internet Safety, Dance for the New PE, Fitnessgram, Grade 5 Human Growth and Development, Disability Awareness in Physical Education, and Planet Health.

The following appendices are an overview of the work of the Curriculum Review Committee. These appendices include pilot programs (Dance for the New PE, Fitnessgram, Human Growth and Development, Disability Awareness in Physical Education and Planet Health) along with a review and update of the existing curriculum for the K-12 Physical Education and Wellness program in the Lexington Public Schools. This curriculum review process is still in the review stage and final recommendations and changes will not be completed until the end of Year Three (2008-2009). It should also be noted that the Internet Safety program is still in the developmental stage and it was decided that a comprehensive review and reporting of this process would not take place without further training and discussion of the program.

Copies of these appendices are available at the Lexington Public Schools Office of Curriculum and Instruction.

Dance for the New PE (appendix 1)

The summer workshop produced a packet of dance steps for 32 dances and two compact discs entitled International Folk Dances and Party Dances. Elementary teachers used these resources to compliment their existing Rhythms and Dance Curriculum. The Unit meets standard 2.3 of the Massachusetts Comprehensive Health Curriculum Frameworks. Workshop coordinators, Jim Banks and Nicole Rhodes, also trained the elementary staff at several department meetings throughout the school year.

Elementary physical education teachers were appreciative that the dance steps and music tracks were provided. This resource made the rhythms and dance unit more consistent in the six elementary schools. The teachers commented that the dances were developmentally appropriate, progressed in difficulty, and covered a wide range of musical and cultural genres.

The implementation was successful and well received by all teachers. There are no recommendations at this time.

In the future, the packet and discs should be provided for new staff. The elementary physical education department may want to update the dance selections every few years.

Fitnessgram (appendix 2)

Two schools, Harrington Elementary and Clarke Middle Schools piloted Fitnessgram. Physical Education teachers responsible for the pilot were Nicole Rhodes at Harrington School and Karen Boudreau at Clarke Middle Schools.

Developed by the Cooper Institute, Fitnessgram is based on scientific research and establishes healthy fitness zones categorized by age and gender. The program is geared to healthy goals for all students instead of focusing on performance goals geared to athlete success. The benefits of the Fitnessgram program are interwoven throughout the MA Department of Education Health Frameworks strands (Physical Health, Social and Emotional Health, Safety and Prevention and Community and Public Health). The pilot schools utilized the parent report available by Fitnessgram to inform parents of the student's performance following administration of the fitness assessments.

Both Physical Educators found that the program was effective in processing data, helping to identify class and individual fitness needs. The test manual was very well organized and provided a great resource to administer the program. Harrington also liked the video sent to visually support student understanding of

the program. Clarke liked the video, but did not use it this year with their students. Both schools found that the program had great technology support. Data is also transferable in tracking individual performances when students move from the elementary schools to the middle schools allowing for better tracking and understanding of student performance.

During the initial year, the inputting of student information was very time consuming. The student's full name, identification number, birthday, and gender were required. This information will not need to be entered again if the student is returning to Lexington Schools. Each year, the student's test scores will need to be inputted but this is manageable. Schools shared a need for purchasing of equipment needed to support the test administration such as flexibility boxes and curl-up strips.

The Physical Education and Wellness Committee is recommending full implementation of Fitnessgram in all schools (K-12). Many schools will need to upgrade the operating system for their computers and in many cases will need a new computer. Lexington technical support will need to provide support in downloading the software. There is also a need to establish support staff to input student information into Fitnessgram software, especially the first year of implementation.

On June 20, 2008, a workshop will be provided for physical education staff to support the full implementation of Fitnessgram.

Our next steps include surveying schools as to their current status of computer equipment, software needs and equipment needs to effectively administer the fitness assessments. Teachers from the pilot schools will provide a training session for all physical education staff.

Human Growth and Development (appendix 3)

The fifth grade Human Growth and Development unit (Puberty) was reviewed and updated in June 2007. This unit addresses standards 1.5 List the Stages in the basic growth process of living organisms, 4.1 Identify the components, functions, and processes of the reproductive system, 4.3 Define sexual orientation using the correct terminology and 9.4 Distinguish among safe, unsafe and inappropriate touch. The main change to the unit was the selection of a new video which all of the elementary schools agreed to use. The revised unit was piloted and evaluated by classroom teachers, school nurses and guidance counselors during the 2008 school year.

Reviews of the video and student response were mixed with some teachers finding the video a good stimulus for student discussion, and other teachers preferring the video that had previously been used. A number of people suggested that a developmentally appropriate unit needs to be developed for fourth graders as well.

Next steps for this fifth grade unit include eliciting feedback from schools that have not yet evaluated the unit. In the Fall of 2008, the sub-committee will reconvene with representatives from each school to discuss the mixed reviews of the video. It has also been suggested that the Physical Education and Wellness Committee consider convening a group of fourth grade teachers, guidance counselors and school nurses to plan a fourth grade human growth and development unit

Disability Awareness in the Physical Education Setting (appendix 4)

The development of an Adapted Physical Education Program Guide with a disability awareness lesson was piloted at Bridge School during the basketball unit. Russ Bosbach was the Physical Educator responsible

for the implementation of this pilot. This lesson meets standard 1.3 in the Massachusetts Comprehensive Health Curriculum - Identify appropriate accommodations and aids for people with disabilities.

Students were very receptive to experiencing basketball shooting drills while being "disabled". Most students had some basic knowledge of what having a disability meant, but didn't realize how a disabled athlete could take part in sports. Students found "novelty" in being in a wheelchair, walker or being blindfolded while rotating through basketball stations. They needed reminders of what living with a disability entails and the challenges these individuals face on a daily basis. This lesson could be easily be incorporated into other units.

The Physical Education and Wellness Committee is recommending that all the elementary schools incorporate the disability awareness lesson into their basketball unit during the 2008/2009 school year. Another recommendation is to invite disabled sports athlete to speak to physical education classes.

Next steps include developing more lessons in different units that integrate disability awareness. An assessment tool needs to be created to check students understanding.

Planet Health (appendix 5)

The Clarke and Diamond Middle received the "Jump Up and Go" grant from Blue Cross/Blue Shield of Massachusetts for the three-year period of 2005-2006 to 2007-2008. This program was a supplement to the current Physical Education and Health curriculum.

Each school received \$9000 dollars (spread out over 3 years), which was used to purchase new fitness center equipment and to fund the "Lex-Be-Fit" fitness program at both schools. This program allowed students to have supervised fitness center workouts at no charge. A Healthy Food Tasting session was also offered in conjunction with Chartwells and local businesses to show students healthy alternatives to junk foods/fast-foods, when meal or snack planning.

The Planet Health curriculum was used by the PE/Health teams as well as lessons taught in English, Math, Science, and Social Studies. These lessons were implemented over the three-year period.

Teacher training sessions were made available to each schools staff as well as the opportunity to take classes for graduate credit.

Middle school faculty reported over the three year period that the lessons for the Planet Health were easy to follow and relevant to the PE/Health curriculum already in place.

The money from the grant was very instrumental in up-dating and adding equipment to our respective fitness centers, which are very popular with our students. We also found a connection with the Planet Fitness program and our Fitness Gram testing program in Physical Education.

Middle School faculty would like to continue to use the Planet Health curriculum as a resource to supplement our Health and Physical Education programs. Due to time constraints it is very difficult to fully implement the program completely.

This is the last year of the three-year grant. Neither Clarke nor Diamond is planning to renew this particular grant. Both schools feel that there is not enough time in the current schedule to fully implement the program.

K-5 Diversity Curriculum (appendix 6)

The Windows and Mirrors subcommittee convened during the school year to finalize the pilot program curriculum documents. Lessons will address standards 4.3 Define sexual orientation using the correct terminology and 6.1. Describe the different types of families, addressing membership and social influences, and the function of family members of the Massachusetts Comprehensive Health Curriculum Frameworks. Dr. Ash reported at the School Committee meeting on March 18, 2008 that the K-5 Diversity Curriculum is now ready for a pilot implementation during the 2008 - 2009 school year. On May 21, 2008 parents were invited to Harrington Elementary School to discuss the curriculum. On May 29, 2008 elementary classroom teachers volunteered to attend a training workshop to prepare for the 2008/2009 pilot program implementation.

Youth Risk Behavior Survey (appendix 7)

During the 2006 - 2007 school year, the Youth Risk Behavior Survey (YRBS) was administered to all students at the high school. (The YRBS was created by the Centers for Disease Control to analyze risky youth behaviors. It is administered to students across the country, including throughout the Commonwealth. Lexington High School has been administering the YRBS since 1995.) Researchers at Northeastern University compiled and analyzed the data over the summer. Members of the PE/Wellness Curriculum Review Committee met with the researchers in the Fall of 2007 to discuss the results and to plan for public presentations. Following these preliminary discussions, the Superintendent met with the researchers to review the data and to determine the key points to highlight for the Executive Summary.

Results from the YRBS will be shared during the months of May and June. The first presentation will occur during the LHS PTSA forum with a follow up presentation scheduled for the LHS faculty the next week. One other presentation for the community will be combined with the School Committee report.

The Executive Summary of the YRBS indicates that many risky student behaviors are continuing to decrease while some are remaining stubborn to change. The high school health teachers use the data from the YRBS in class discussions to address student perceptions; typically students overestimate the incidence of risky behaviors.

The next Youth Risk Behavior Survey will be administered in the Spring of 2009. Members of the PE/Wellness Curriculum committee will need to review the survey prior to its administration and update it based on feedback from faculty, community members, parents and students.

K-12 Draft Curriculum (appendix 8)

All faculty members were surveyed during November 2007, using the online Survey Monkey system. This survey was designed to assess the level of integration of the MA Department of Education Health Frameworks among other disciplines in Grades 6-12. The data will be used by the curriculum review committee to assess the strengths and weaknesses of the Physical Education and Wellness curriculum, along with identifying the areas where other disciplines can play a supporting role in the integrating health concepts into the curriculum.

Results from the survey suggest that while some disciplines perform a supporting role in the promotion of the MA Health strands, primary responsibility for the learning and mastery of these concepts is with the Physical Education and Wellness Department.

The K-5 Survey was completed during the 2006 - 2007 school year and this data were used for the initial compilation of the K-12 Physical Education and Wellness curriculum draft which will be subject to revision and realignment during the course of this review process.

Footnote: As part of the Lexington High School New England Association of Schools and Colleges (NEASC) accreditation review, a curriculum template was developed by high school faculty to create a uniform curriculum model across each subject area. The Curriculum Review Committee is planning to use this template as part of the entire K-12 curriculum writing process.

K-5 Wellness Integration Model (appendix 9)

A number of options for K-5 wellness integration were examined by the Curriculum Review Committee to address the need to provide health education classes. Great Body Shop and Health Promotion Wave were two researched-based programs that were reviewed and discussed by committee members. While these programs provide a comprehensive model for K-5 integration, the committee decided that revolving costs of (\$20,000 per year) and effective assessment and implementation models for classroom teachers, would not prove successful.

It was agreed by committee members and elementary Physical Education staff that a more successful model would be the integration of health and wellness concepts into physical education classes. The proposed model would be activity based lessons that would be aligned with Department of Education Health Frameworks. Classroom teachers would still perform a supporting role for health frameworks concepts in the referenced areas such as Human Growth and Development, Diversity, Internet Safety and Science based concepts.

A two day summer workshop will be offered to elementary Physical Education faculty to develop this program and to pilot it during the 2008 - 2009 school year.

Next Steps

- Continue the implementation of Dance for New PE.
- Packet CDs and training need to be provided yearly to new staff members.
- Parent and student discussion groups will convene during the 2008 - 2009 school year to discuss the results of the YRBS.
- Continue revision of the K-12 curriculum draft document.
- Full implementation of the Disability Awareness lessons in the physical education setting.
- Full implementation of the FitnessGram program. – A training work shop will be held during the Summer of 2008. Technology upgrades in conjunction with the LPS technology department, software and testing equipment will be required for this program.
- Pilot the K-5 Diversity curriculum.
- Reassess the Human Growth and Development pilot program video.

- ✓ The creation of a subcommittee to discuss human growth and development at the 4th grade level is recommended.
- Implement Internet Safety pilot program at the K-12 level.
 - ✓ Revisit the lessons, Summer 2008.
 - ✓ Curriculum purchase required for full implementation.
- Continue to work with classroom teachers and department heads to work cooperatively on an integrated model for Physical Education/Wellness
- Continue review of the modules from the school health index.

Goals for Year 3

- Implementation of the new curricula – Internet Safety, Dance for the New PE, Fitnessgram, Diversity Curriculum, Disability Awareness in PE, Human Growth and Development.
- Collect data to develop benchmark outcomes/assessments around the new curricula.
- Share and discuss data for pilot curricula, and curricula with full implementation, based on outcomes.
- Determine student academic growth using data analysis.
- Continue to identify professional development needs to successfully implement new curriculum and train all faculty.

Budget implications:

The full projected budget implications cannot be predicted until all of the pilot programs are fully implemented and the Curriculum Review Committee receive feedback and recommendations from the faculty.

These programs will have no implications for staffing levels and it is anticipated that current budgetary provisions will be adequate to address the required resources for faculty members.

These anticipated needs would include updated technology, and equipment and resources to support faculty implementation of the pilot curricula and revisions to the existing curriculum.

Workshops and continued training throughout the school year are also anticipated during the 2008/2009 school year and projected costs for training resources and support will be adequately covered by the 2008/2009 curriculum review budget.

Footnotes

1. *Members of the Physical Education and Wellness Review Committee:*

Eamonn Sheehan, Nicole Rhodes, Co Chairs PE/Wellness

The Physical Education and Wellness Review Committee: Deputy Superintendent Dr. Lynne Sarasin; Educators: Jim Banks, Russ Bosbach, Mike Gloor, Emmet O'Brien, Karen

Boudreau, Jennifer Wolfrum, Julie Fenn, Jason Rajotte

Parent Representative: Saana Mc Daniel

2. *Subcommittees:*

Participants on the Fitness subcommittee:

Jim Banks, Estabrook; Karen Boudreau, Clarke; Jason Rajotte, LHS; and the K-12 PE staff

Participants on the Internet Safety subcommittee: Deeth Ellis, LHS; Kristin Foti, LHS; Karen Boudreau, Clarke; Jane Smith, Diamond; Harriet Wallen, LPS

Participants on the Windows and Mirrors subcommittee:

Administrators: Kate Cremens-Basbas, Director Physical Education and Wellness; Martha Batten, principal; Barbara Manfredi, principal; Counselors: Lucia Gates, Bridge; Amy Chamberlain, Harrington; Beth Glick, Bowman; Teachers: Nancy Alloway, Hastings; Renae Stockton, Bowman; Rachel Quebec, Estabrook; Jesse Richardson, Estabrook; Specialists: Lynn Taber, nurse, Bowman; Sarah Widhu, librarian, Harrington; Jennifer Hayner Kuhn, librarian, Estabrook Parents: Scott Bokun; Bonnie Brodner; Julie Fenn; Chris Kyle; Elisabeth Sackton; Leora Tec; Deb Strod; Maryanne Stewart; Jessie Steigerwald; Rosemary Trowbridge; Rachel Cortez; Meg Soens.

Participants in the Human Growth and Development Team:

Jennifer Wolfrum, Margaret Waugh, Debra Rolfe Miller, Jane Smith, Jill Gasperini.

- 3. Massachusetts Comprehensive Health Curriculum Framework, MA DOE, Malden, MA, www.doe.mass.edu.**
- 4. School Health Index, Centers for Disease Control and Prevention, Modules 1, 2, 3, 8, elementary and secondary. www.cdc.gov/healthyouth/CSHP**

Resources:

FitnessGram: Activity and fitness assessment and personal fitness activity management. www.fitnessgram.net © 2007 Human Kinetics Publishers, Inc. All Rights Reserved.

Planet Health: Planet Health is a complete curriculum that helps academic, physical education, and health education teachers guide middle school students www.planet-health.org

Human Growth and Development: “You Your Body and Puberty” (DVD) and accompanying worksheets. - Human Relations media www.hrmvideo.com

Adaptive Physical Education: The mission of APENS is to promote the fifteen Adapted Physical Education Standards and national certification exam.
The goal of APENS is to promote a nationally certified Adapted Physical Educator (CAPE) – the one qualified person who can make meaningful decisions for children with disabilities in physical education – within every school district in the country. www.apens.org

Youth Risk Behavior Survey: The YRBS is a CDC assessment tool that has been modified and administered at LHS for over 10 years. It is a questionnaire that is offered to all LHS students to complete every 2-3 years. The YRBS provides insight into what choices children in Lexington are making that impact their current and future health. The data is presented by Dr Jack McDevitt and Dr Amy Farrell of Northeastern University in conjunction with the Physical Education and Wellness Department.

Survey Monkey: SurveyMonkey has a single purpose: to enable anyone to create professional online surveys quickly and easily. This resource was used to survey Grade 6-12 teachers on the integration of the Department of Health Comprehensive Curriculum Frameworks.
www.surveymonkey.com

K-5 wellness Integration Model:

NASCO – Fort Atkinson 901 Janesville Ave
PO BOX 901 Fort Atkinson, WI 535381-800-558-9595

Character Education: 43 Fitness Activities for Community Building

PE-4-ME – Teaching Lifelong Health and Fitness

How to Teach Nutrition to Kids

Food Science and Nutrition Resource Book

HEALTH EDCO PO BOX 21207 Waco, TX 76702-1207

How to Survive Teaching Health

Comprehensive School Health Education

Physical Education and Wellness

Curriculum Review Process

Year Two

June 3, 2008



Recommendations from Year 1

- Survey a cross section of K-12 teachers to review alignment of the MA Comprehensive Health Frameworks
- Assess strengths, weaknesses and noted where integration is taking place in other subject areas
- Compile the initial K-12 Physical Education and Wellness draft curriculum
- Research comprehensive K-5 Wellness Integration Models



PE/Wellness Curriculum Review

Goals for Year 2

- Complete coordinated curriculum
- Identify professional development needs
- Sustained professional development, based upon identified needs
- Share overview program goals
- Project budgetary implications



PE/Wellness Curriculum Review Goals for Year 2 (cont.)

- Design and implement interdisciplinary projects
- Determine the use of technology
- Discuss implementation of new curriculum
- Provide opportunities for lesson modeling, coaching, and mentoring
- Produce final documents
- Decide on pilot or full implementation



PE/Wellness Curriculum Review Year 2 Work Accomplished to Date

- Department reconfiguration
- Reviewed the K-12 MA Comprehensive Health Curriculum Frameworks
- Revised the Lexington K-12 PE/Wellness Curriculum Standards
- Developed and implemented 5 pilot programs
- Developed the K-5 Diversity Curriculum
- Analyzed and reported Youth Risk Behavior Survey (YRBS)
- Researched K-5 Wellness Integration Models
- Planned summer workshops for curriculum pilots and implementation
- Developed goals for year 3 of K-12 PE/Wellness Curriculum Review



Pilot Curricula in Year 2: Development and Implementation

- Dance for the New PE (K-5)
- Disability Awareness in Physical Education (3-5)
- Human Growth & Development (grade 5)
- Fitnessgram (grades 3-8)
- Planet Health (grades 6-8)



Curriculum Review Year 3

- Full implementation of Pilot Curricula
- Pilot K-5 Diversity Curriculum and K-5 PE/Wellness Integration
- Develop appropriate benchmarks and outcomes for K-12 Curriculum
- Share and discuss K-12 PE/Wellness Curriculum with faculty, parents and community
- Identify professional development needs to successfully implement K-12 PE/Wellness Curriculum and train all faculty members
- Identify budgetary implications for K-12 PE/Wellness Curriculum and make appropriate recommendations



Questions

