
BACKGROUND OF PROGRAMMING IN BHM SCHOOLS

Physical Education courses are required for students at elementary, middle school, and high school.

The last Curriculum Adoption Proposal for BHM Physical Education was in the 2012-2013 school year. The BHM Physical Education staff focused on technology to allow for more individualized programming. BCMS Physical Education requested Polar Go Fit heart rate monitors, stationary bikes, fitness for life e-books, iPads, Chromebooks and nets. BHS Physical Education requested Polar Go Fit heart rate monitors, *Fitness for Life* e-books along with Chromebooks.

The BHM Physical Education program plays a major role in helping students build healthy habits, confidence, and lifelong fitness skills. The updated resources will help us better align with current standards, give students more meaningful and relevant experiences by providing a more individualized programming thus creating a more engaging environment allowing students to get accurate feedback on their fitness goals. These updates will help BHM create an inclusive and engaging program that supports our students' physical, mental, and emotional health.

PROGRAM STANDARDS

The Physical Education Department follows the NASPE and MN state standards that were revised in 2020. Some examples of these standards and what we do to meet those standards and learning targets are:

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

- Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)
 - Specialized skills would be different exercises/workouts in the weight room and all activities we do in the gymnasium.

Standard 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Identifies the stages of learning a motor skill. (S2.H3.L2)
 - Weightlifting/shooting basketball/volleyball/floor hockey.
- Describes the speed/accuracy trade-off in throwing and striking skills. (S2.H2.L2)
 - Badminton, pickleball, hitting in volleyball, throwing a football are all examples of what we do in all PE classes to improve this.
- Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)
 - All of our Physical Education courses focus on skill work and development in our units. For example: throwing a football, passing a volleyball, serving in badminton.

Standard 3. Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

- Applies rates of perceived exertion and pacing. (S3.H3.L2)
 - Weightlifting in the weight room.
 - Using iPads to follow heart rate monitor spikes in the weight room.
- Demonstrate appropriate technique in resistance-training machines and free weights. (S3.H7.L1)
- Designs and implements a strength & conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)
- Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self- monitor aerobic intensity. (S3.H10.L2)
 - Heart rate monitors
 - iPads
- Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)
 - 6th-12th grade strength and conditioning use PE Books where in their book they create SMART goals throughout the trimester.

PROGRAM VISION STATEMENT

The vision of the BCMS Physical and Health Education Department is to empower children with lifelong health and well-being, ensuring their best interests at every step of their K-12 educational journey.

The vision of the BHS Physical and Health Education Department is to empower all students to reach their highest level of academic and wellness potential by teaching skills and knowledge necessary to live a healthy and active level.

SUMMARY OF PROCESS FOR REVIEW OF INSTRUCTIONAL RESOURCES

The district's Continuous Improvement Process (CIP) requires a comprehensive review of needs, educational research, and potential materials prior to making a recommendation in the Curriculum Adoption Proposal. The Physical and Health Education teams in BHM Schools have engaged in the continuous improvement process to evaluate and strengthen programming across all grade levels. This intentional process has centered on understanding current student needs, aligning with updated state standards, and exploring best practices.

The journey began with a thorough review of existing curriculum and instructional practices, guided by the Minnesota Physical and Health Education Standards. Teachers and leaders collaborated to identify areas of strength, as well as gaps where instruction could be more skills-based, inclusive, and engaging.

The Physical Education program has taken a significant step forward by continuing to integrate heart rate monitors into daily student activities, enhancing both engagement and personalized learning. Students wear heart rate monitors during physical activities, allowing them to track their exertion levels in real time. The data is synced with iPads, where students can analyze their performance, reflect on their progress, and set individualized fitness goals. This technology promotes accountability and helps students understand the importance of staying within target heart rate zones for optimal cardiovascular health.

RECOMMENDATIONS

After thorough exploration and research guided by state physical education standards, we recommend the adoption of the listed resources to update and enhance the current physical education program. Throughout this process, district physical education teachers collaborated to identify existing strengths as well as gaps in instruction, with particular attention to opportunities for more skill-based and engaging learning experiences. The purchase of these physical education resources is expected to increase student engagement, promote lifelong healthy habits, and support all students in achieving their highest academic and wellness potential. These resources will individualize students' physical education experiences by integrating current, relevant content into instruction and supporting improved physical fitness, mental well-being, and academic performance through diverse, inclusive, and evidence-based activities. Potential challenges include the need for additional time allocated to professional development and curriculum adaptation to ensure successful implementation.

FINANCIAL IMPLICATIONS

[K-12 PE CAP Resource Spreadsheet 2025-2026](#)

The 2025-2026 Physical Education Curriculum Adoption Proposal consists of an Elementary (K-5) request of \$23,081.04, a BCMS request for \$57,821.07 and a BHS request for \$67,889.70 for a district commitment of \$148,791.81.

EVALUATION

The effectiveness of the new physical education resources will be evaluated through multiple measures. These will include formal and informal student feedback, student performance data aligned to state physical education standards, and pre- and post-assessments of physical fitness and skill development. Additional evaluation methods will include informal and formal discussions among physical education department staff, professional learning community data, and instructional observations. Participation and engagement data will also be reviewed to assess the impact of the resources on student involvement. Collectively, these measures will support ongoing reflection, continuous improvement, and informed decision-making regarding implementation.

NEXT STEPS

Upon board approval, the next steps for implementation are to purchase some resources after February 1, 2026 and others after July 1, 2026. Any resources needing to be installed will be in place before the start of the 2026-2027 school year. Identified professional development needs in order to effectively incorporate the resources into the BHM curriculum will be supported by Teaching & Learning.